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THE NATION'S SCHOOLS

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What Schoolmen Think of the
Victory Corps.....*14 Man Symposium*

Blueprint for Postwar Education

Combating the Problem of Failures

H. M. Buckley

41 Original Articles, 11 Regular Departments

NOVEMBER

1943

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OUT THE OTHER?



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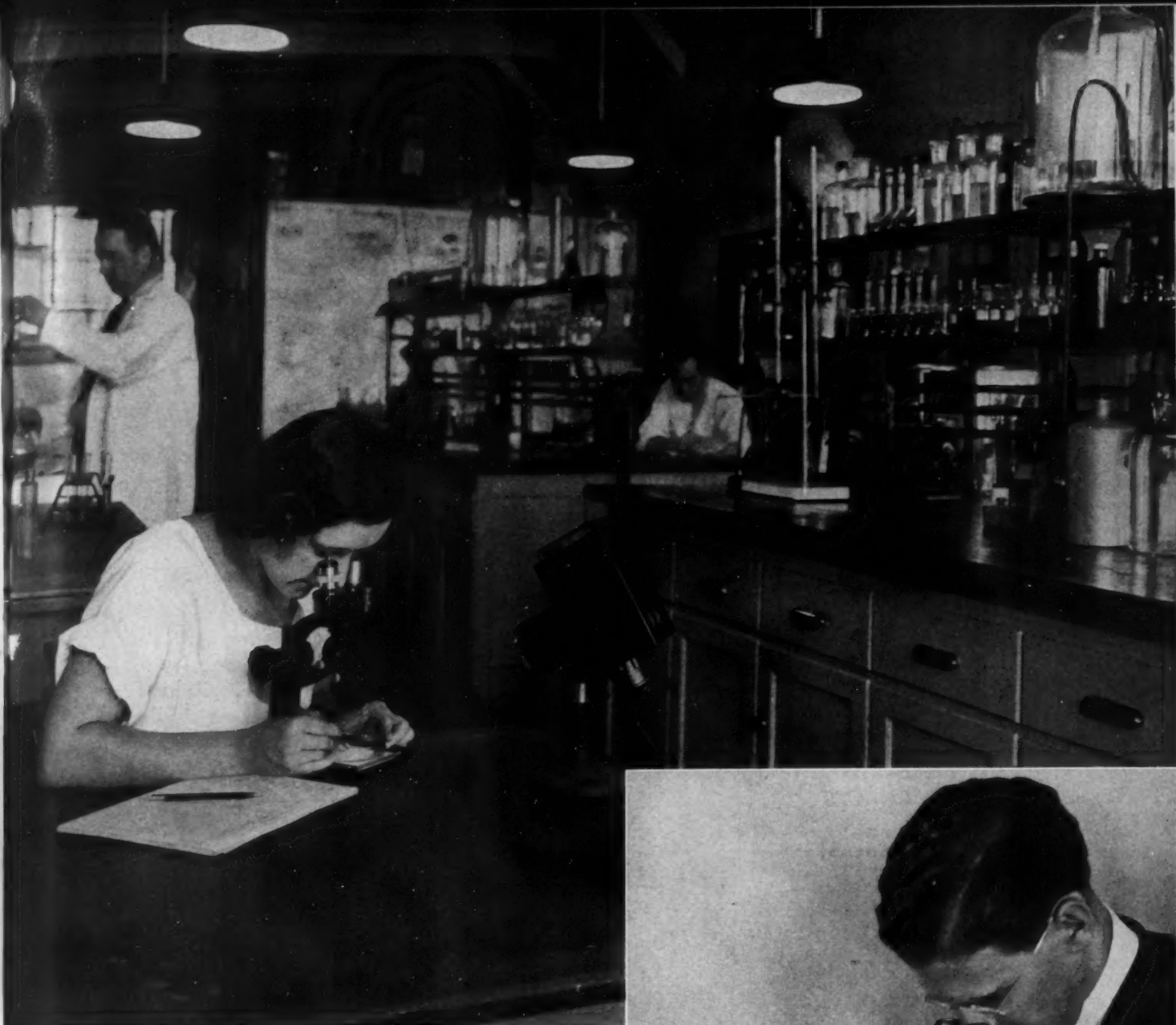
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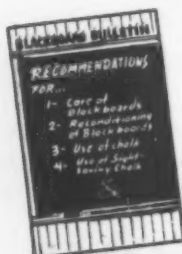
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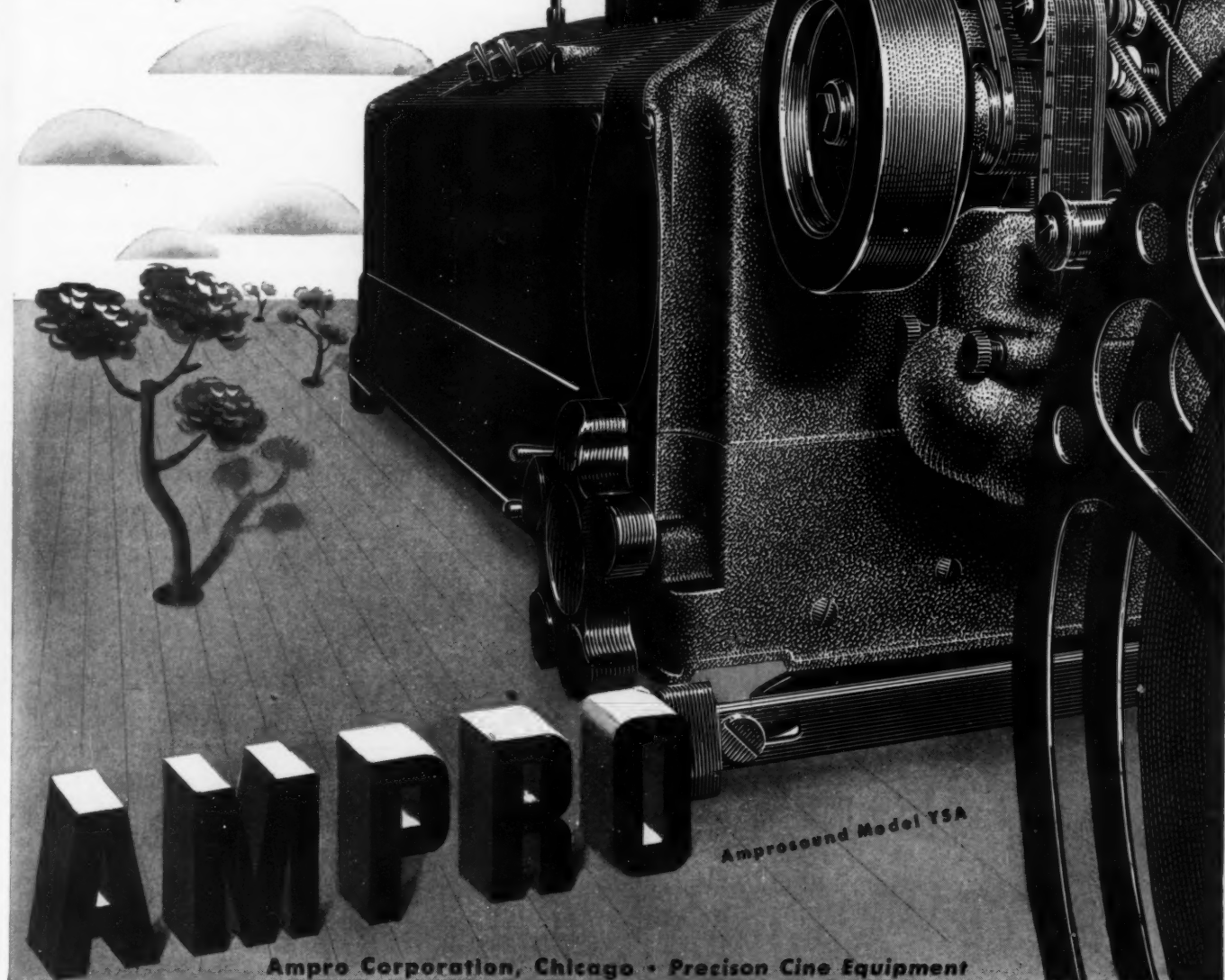
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Tomorrow's Goal

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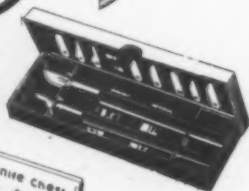
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HEADLINES

A.A.S.A.

Arrangements are complete for four regional conferences to replace the usual national convention of the American Association of School Administrators.

One or two others may be added west of the Mississippi. No admission except by membership cards, it is ruled. (Story on page 68.)

FOOD

Some 75,000 school lunch projects will have aid from federal funds this year, the Food Distribution Administration reports. All such projects must have state or local sponsors. (Story on page 70.)

The milk man will not pass by the school door without stopping, the U. S. Department of Agriculture promises. If a milk shortage threatens, schools should appeal to the local milk dealers' committee as school needs are deemed essential. (Story on page 70.)

The P.T.A. and other groups may serve occasional meals at school under rationing regulations if such has been their custom, O.P.A. points out. (Story on page 68.)

Civilian defense officers are being urged to offer assistance to schools in obtaining volunteers to help in school lunch programs. (Story on page 70.)

W.P.B.

More mechanical pens and pencils will soon be available.

Photographic and projection equipment has been further restricted as to production and distribution. Schools will get special consideration for vocational training needs, however. (Story on page 72.)

FEDERAL AID

S. 637, the \$300,000,000 federal aid bill was killed in the Senate October 20 after an amendment banning discrimination because of race, creed

or color was adopted. The bill has been recommitted to the committee on education and labor, whence many believe it will not emerge again for some time.

Southern senators branded the amendment as trickery. The bill would have provided \$200,000,000 a year during the war emergency for payment of teachers' salaries and an additional \$100,000,000 to enable states to reduce inequalities of educational opportunities. Negro organization leaders were said to have backed the amendment.

CHILD CARE

To forestall House passage of the Thomas Bill (proposed War Area Child Care Act passed by the Senate last June), Representative Mary Norton has introduced an amendment to the Lanham Act.

The amendment would empower F.W.A., a construction agency, to "establish and operate" the child care centers.

Proponents of the Thomas Bill see in the drafting of fathers a further argument for protecting neglected children through agencies trained in dealing with child problems. (Story on page 68.)

TEACHERS, PUPILS

War emergency certificates were issued for the last school year at eight times the rate of the previous year, the U. S. Office of Education reports. For 1942-43 they totaled 4655.

Many pupils didn't come back to school this fall. Enough of them did, however, to make a 1,600,000 decline in the nation's labor force. (Story on page 68.)

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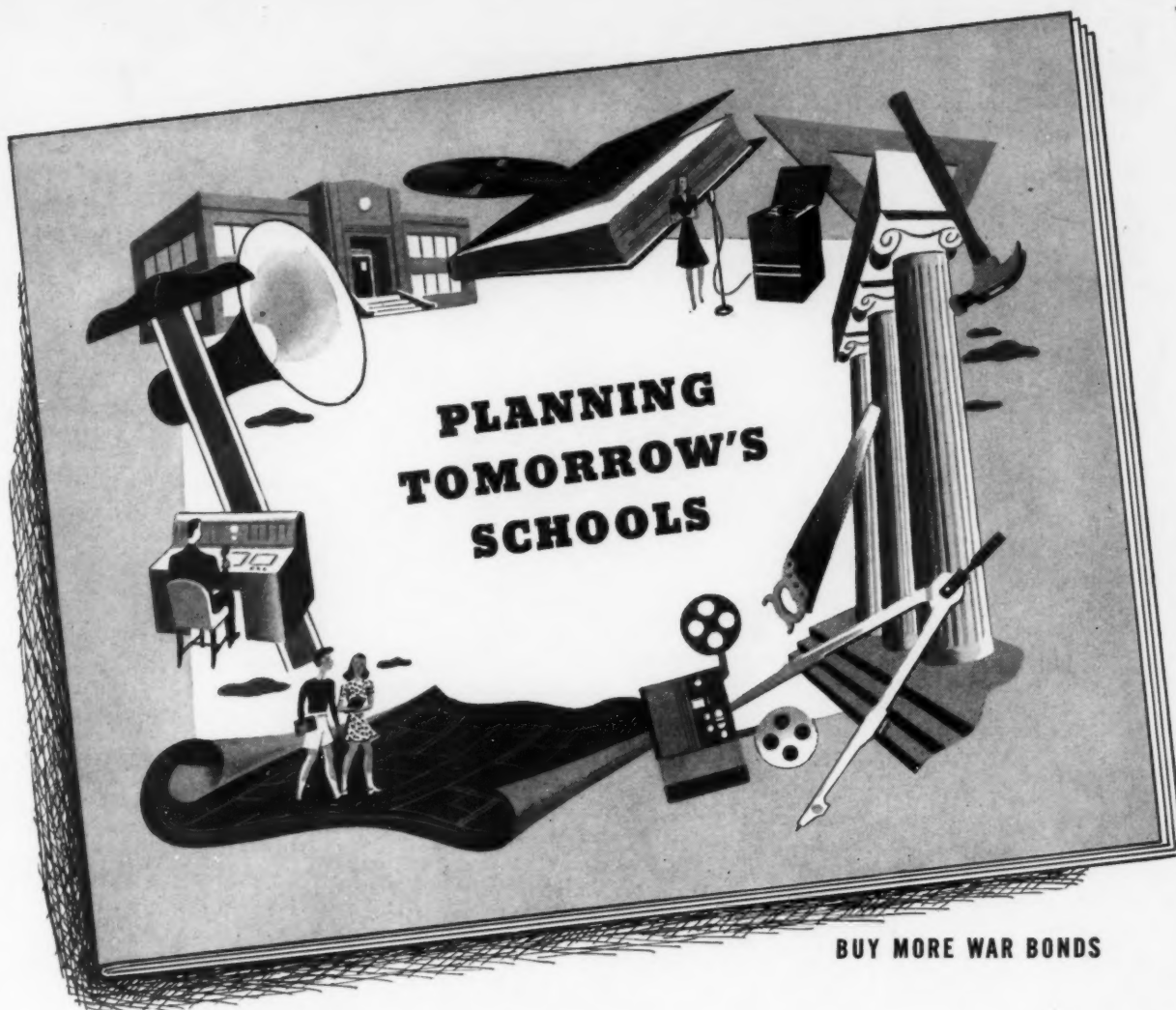
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BUY MORE WAR BONDS

AFTER victory is won we will be living in a new world—a world vastly changed by years of war—a world so shrunken by radio and the airplane that we Americans will be neighbors with the most distant parts of the earth—a world in which the responsibilities of our educational system will be far greater than ever before. Indeed, America's schools, along with America's adult population, must be ready to meet the increased responsibilities of citizenship in this new world if a permanent peace is to be maintained.

It's a big assignment, but America's schools will handle it. Progress-minded school administrators, school-board members, teachers and architects are planning now for this critically important post-war era in education. Their planning involves improve-

ments in curriculum and teaching methods — in school buildings and equipment—and in the construction of new schools, built to accommodate modern equipment.

* * *

RCA has prepared a booklet to help all those who are interested in "planning tomorrow's schools." School administrators and others desiring more specific details concerning school building construction or renovation should consult their architects and electrical contractors. Additional information may also be secured by writing to the Educational Department, RCA Victor Division, Radio Corporation of America, Camden, New Jersey.

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Please send me a copy of your new book "Planning Tomorrow's Schools." Thank you.

Name.....

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City.....State.....

THE ROVING REPORTER



Two R's in Success

War demands are primary but schoolmen in Illinois have their eyes on the future, too. According to G. E. Thompson of St. Charles, we are living in a world of rapid changes and change will be the keynote of the future. The pupils who have adjusted most successfully to change in the past are those who have been well grounded in *fundamentals*, particularly reading and arithmetic.

Project in Bud

Practical thinking is afoot in the Fox River Valley. An area vocational center may be the answer for the towns of Batavia, St. Charles and Geneva—all within 10 miles of one another. The whole project is being talked about in terms of community service as well as necessary instruction for young people.

For the "Everyday" Guy

O. F. Patterson of Elgin has ideas about the postwar period, too. He's planning for the "everyday," or noncollege, person—in terms of thirteenth and fourteenth years of public school. And he's one superintendent who is well aware of the fact that the success of his plan depends on educating the community to see its practicality.

Picked by N.B.C.

While your reporter was talking shop with Fred L. Biester, superintendent of the high school at Glen Ellyn, Ill., who should telephone that schoolman but N.B.C.—with a request to audition the Glen Ellyn High School chorus. Ac-

cording to the network, this group of 60 youngsters represents some of the best talent and training in the state. Needless to say, these auditions go over big with the pupils, who react by pitching in to work at their music harder than ever before.

Reading Counts

The high school at Glen Ellyn is one that is really doing things about remedial reading problems. Aware that progress in high school is based primarily on reading ability, *every pupil who needs this training* is duly enrolled in a remedial class.

Learning "Boom"

As in so many towns, pupils at Wheaton, Ill., are working after school hours to make some of that good extra cash that is floating around just now. K. K. Tibbets, Wheaton's superintendent, says that in many cases this extra work has acted as a stimulus to school studies. The effect is particularly noticeable in study halls, for youngsters are bending an elbow to get homework done so that they can do outside work after hours.

Back Yards Do the Trick

In San Antonio, Tex., lack of household help was going to mean a hard summer for mothers in 1943. No sugar for lemonade and no gas for trips bid fair to mean a dull—and perhaps troublesome—summer for youngsters.

But community fathers took a hand and this was their plan. It saved the day—and the mothers and children, too!

Although front lawns remained trim, back yards were turned into playgrounds for the whole neighborhood. One yard became a baseball diamond. A smaller one housed two slides. A tennis court appeared a few doors away and down the street two croquet sets were installed.

One father supplied two pup tents complete with sets of Indian suits; another set up a game of horseshoes, while a third produced a shuffleboard as his contribution.

The man who had sold his car turned his unused two car garage into a playhouse and mothers rummaged in attics to unearth chairs and tables, rugs, lamps, pictures and even curtains. Summer noons saw many a picnic lunch under way with the older girls in charge.

Each mother took turns supervising, caring only for the children in her own back yard. Thus, each mother had some free time for rest daily, secure in the knowledge that her child was in the competent hands of a neighbor.

These Texas parents know a good thing when they see it and the project is not to be abandoned this winter.

More Alphabet Soup

Eager to see what pupils are up to these days in the way of patriotic contributions, your Reporter uncovered what is probably the nation's sole organization of Gacs. This is the Girls' Auxiliary Corps at the high school in Skokie, Ill. The girls drill and do rifle practice and take on many other war activities.

"Behind" the Postman

Children in Chicago's public and parochial schools are now being taught the use of the number system in addressing mail and, with it, the important part that the postal service has played in the development of this country.

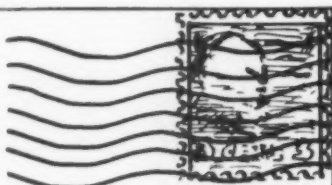
W. T. Brannon of the main post office, Chicago, who brings us these tidings, is delighted to think that at last the postal service is being given its just due by the schools.

Says Mr. Brannon: "The postal system under Benjamin Franklin had a large part in winning the Revolutionary War. The enemy recognized the value of Franklin's postriders, for while a captured soldier was treated as a prisoner of war a postrider in enemy hands was promptly executed as a traitor.

"Today, with new fronts being opened by our armed forces all over the world, the mail service is considered by the fighting men themselves as second only to the winning of the war."

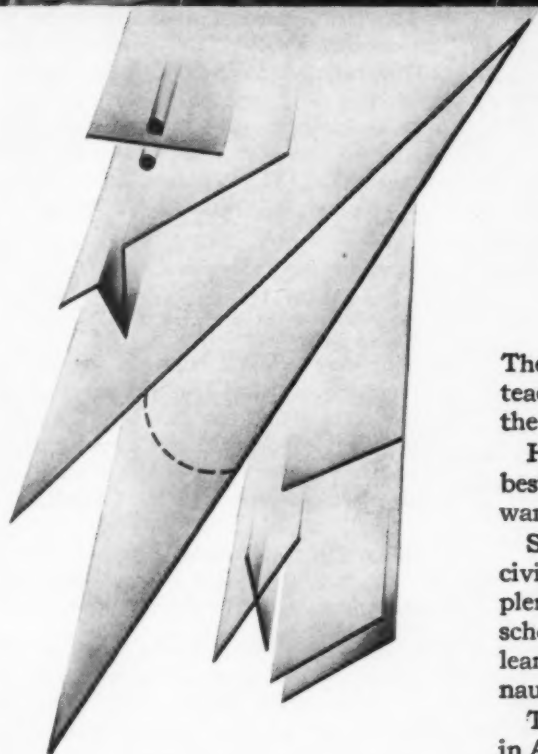
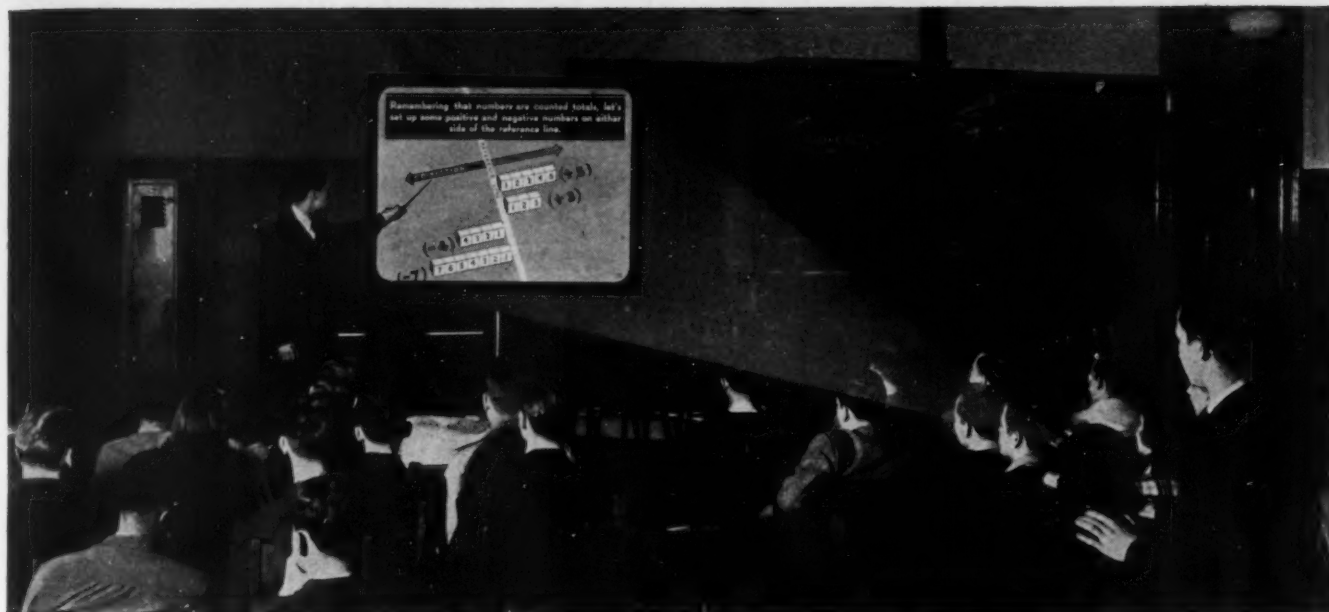
School officials who are interested in what Chicago schools have done and what may be done in other schools can get details from the Chicago Board of Education or from the Postmaster, 409 Main Post Office, Chicago 7, Ill.

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Questions —AND ANSWERS

Improve Teaching Conditions

Question: How shall we obtain and hold efficient teachers who will be satisfied with a moderate salary? The present high wages in industry will not be likely to continue. Educational workers should not have any sharp reduction in compensation after the war. What should be the attitude of teacher employers during the present emergency? How can the true spirit of the teacher be cultivated?—E.H.W., Me.

ANSWER: Administrators must make every effort to get better salaries for teachers. In case funds are not available, school boards must assure teachers that their present salaries will not be cut when industry reduces compensation. Efforts on the part of employers to see that teachers have wholesome and attractive living quarters will do much to create the right teacher attitude in the community.

Some schools have found funds to raise salaries by discontinuing some positions because of decreased enrollments.

A teacher council working with the administration can do much in handling this problem satisfactorily.—FRANK A. JENSEN.

Demerit System Is Negative

Question: Can you give me an outline of a good workable demerit system for high schools of from 150 to 300 enrollment?—A.W.P., Tex.

ANSWER: A general demerit plan is psychologically wrong, educationally negative and totally bad in our estimation. We know of no public school system where such a plan is in force as a general procedure. We suggest your writing to the superintendent of West Point Military Academy or an Army training camp for a copy of such procedures. You might also address some of the more conventionally organized military secondary schools.—A. B. M.

Weatherstripping Windows

Question: Can you give me an inexpensive method of weatherstripping windows?—L.B.V.H., Mich.

ANSWER: Normally we do not install weatherstripping on school windows believing that the slight infiltration around a well-fitted sash to be no disadvantage and that this air may have some ventilating value.

During the present fuel emergency we are installing an inexpensive felt and wood weatherstripping that sells for about \$0.02 per lineal foot. It is tacked

to the window stop and will be removed when normal fuel supplies can again be obtained.—EDWIN F. NELSON.

Keeping Down Dust

Question: How can we keep down the dust on rock playfields?—H.A.P., Ill.

ANSWER: Use calcium chloride.—J. W. C.

How to Promote the Library

Question: How can I get the teachers and pupils to use the wealth of reference material in the library? If anyone has hit upon a plan whereby this can be accomplished, even to a minor extent, we should appreciate hearing about it.—I.D.B., Ill.

ANSWER: The most important factor in getting maximum use of the library and its wealth of materials is an administrator who understands the possibilities of the library and gives every encouragement to its use. Such matters as obtaining appropriations; programming; seeing that librarians sit on planning committees; giving teachers time to examine materials; appointing, encouraging and allotting time for committees to work with librarians in examining and selecting materials—all these and many others are administrative methods for increasing the use of the library.

From the point of view of the librarian, the most effective method is personal conversations with teachers, any time, anywhere, about library materials and services. Clues gleaned from pupil requests can be followed by an informal visit to the teacher and the class, if the teacher is willing. The librarian will introduce suitable materials or suggest that pupil committees come to the library to assemble material.

If possible, classes should be invited to the library as groups to use the materials as in a laboratory. This is especially important now when pupils have crowded programs, few free periods during the school day and little free time out of school hours because they work or have other responsibilities.—CHARLES E. GREENE.

How Much Jurisdiction?

Question: To what extent does the school have jurisdiction over pupils who are on their way to, or going home from, school?—P.M.W., Mich.

ANSWER: Numerous court decisions have established the school's reasonable

jurisdiction over pupils on their way to, or returning home from, schools. The increasing use of school buses has made the need for such jurisdiction more necessary than formerly. Without doubt there is a joint responsibility and need for cooperation on the part of parents and teachers, but the school must accept as much authority as the situation demands. Even though its authority were questioned, the school would still have a moral and advisory obligation with respect to child guidance and training.—LOWELL P. GOODRICH.

Required Gymnasium Courses

Question: Should we sacrifice some of the so-called established courses so that we might require gymnasium and health education classes?—C.M.T., Neb.

ANSWER: The California school law now requires that gymnasium classes be held every day in grades 7 through 12. This law is particularly embarrassing to the junior high school program for it does not give much opportunity for the selection of optional courses. Health education is carried on by the physical education instructors as well as in home economics, child care and other classes of this nature.—WILL C. CRAWFORD.

Soap for Boys' Showers

Question: What is the best method of handling the soap problem for boys' showers?—R.S.H., Calif.

ANSWER: The Pittsburgh schools, in their showers, use a milled bar soap as the best method of handling the soap problem. We have not experimented with the newer types of either liquid or powder dispensers.—H. W. CRAMBLET.

Removing Heel Marks

Question: How can I remove rubber heel marks on asphalt tile floors in school halls?—C.C.M., Ala.

ANSWER: The difficulty is caused by an ingredient used in the manufacture of composition heels, which are now taking the place of rubber heels. The only remedy is to scour the floor with fine steel wool and wash it down with a neutral soap.—J. H.

A Fine for Tardiness?

Question: What about a 5 cent fine for being tardy or for other offenses? We believe it works very well and it helps buy new records for our dances.—B.C.W., Wyo.

ANSWER: If children are persistently tardy, the logical approach is to determine causes. In these trying war days there are dozens of reasons—in urban centers, at least—why children cannot be on time.

The second problem is to study the school program to see what makes tardiness more attractive than being in class. The reasons may be social (gang activities) or instructional. When school programs are sensibly adjusted to children's needs, tardiness is incidental.—A. B. M.

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LOOKING FORWARD

Russo-American Friendship

MANY Americans are worrying excessively regarding postwar American relations with Russia. These worries spring from different ideas concerning what Russia and the world will be like after the fighting has stopped. Most Americans still look with horror on the cost in human lives in establishing the present Russian government. In their individualism they fear "communistic socialization" even more than they feared unknown shapes, sounds and the dark in childhood. These fears have undoubtedly been fanned by the Dies Committee which, for unknown reasons, has been much more eager to publicize communistic than fascist propaganda and intrigue.

At the other extreme are those who are so sensitive about our relations with Russia that they feel there must be tacit acceptance of everything Russia has done and does for fear that Russian sensibilities may be hurt and the possibilities of a lasting friendship destroyed. These admirers watch every American publication and public utterance for signs of "slights" to Russia. They tell us what we shall read and shall not read; what we shall say and refrain from saying. Their anxiety lest we offend is almost morbidly neurotic in its intensity.

Neither extreme in attitude is worth much in the American pattern. Let us look at it another way. Here are two of the major national world organizations with respect to resources, land and population. The people of both countries are exceedingly democratic in their beliefs and attitudes. While our democracy has evolved from the bottom upward, that of Russia appears to be moving from the top downward. Both patterns may achieve the same terminal results. Whenever they meet, the individual American and Russian seem to find that they have much in common.

We are fighting together to achieve freedom and preserve our ways of life. Our mutual aims, a richer, finer life for all of the people through the development of practical dynamic democracy, are ultimately not far apart. True friendship grows out of understanding and mutual respect. It cannot thrive on power politics or pressure. Lasting American-Russian friendship must be permitted to grow naturally.

The American insists on criticizing his family, relatives and friends. He likes to speak out in meeting. The American insists on saying what he feels or thinks

about people and expects other people to do likewise. Differences in opinion or even criticisms do not indicate dislikes or vital differences. They are merely the American expressing his treasured birthright of free speech. Any misguided group that attempts to throttle American method or opinion, to prevent criticism or to direct our thoughts into honeyed "sweetness and light" channels will first produce indifference and, eventually, active dislike. No one can tell the American what to say or what to read. He will do his own thinking. No one has been more critical of the British than the American and yet there is probably no people for whom we have a deeper and more sincere respect and, at times, even affection. The same will be true of Russia. Americans naturally like the Russians because they are a friendly, folksy people. We enjoy "folks."

We are going to like the Russians for what we think they are more than for what we are told they are and do. It is not so necessary to translate Russia to us as it may be to translate the American and his methods directly to the Russian people. In the meantime, this friendship will develop much faster if the so-called friends of Russia in this country take stock of themselves and get their feet back on solid earth. In the postwar world Russia needs us and we need Russia. Let's bridge the gap in the American way.

Instructional Extension

TWO possible extensions of the total instructional organization are possible after the close of the present war. These extensions may take the form of the addition of one or two years below the kindergarten, forming a three year preprimary unit, or the extension upward of secondary education to include the thirteenth and fourteenth years organized with the eleventh and twelfth grades as a four year senior high school or community college. It is also possible, although not probable, that both extensions might be made simultaneously and at the same relative rate.

The strong opinion (August School Opinion Poll) of a sampling of school administrators concerning the relative merits of these extensions is of more than passing interest. Seventy-three per cent were opposed to extension downward and 59 per cent were in favor of adding the thirteenth and fourteenth years. School-

men were apparently more certain that extension downward was unwise than that extension upward was imperative.

Looking at both ends of this large question, we see as yet no clear and long sustained evidence that the preprimary years need to be completely institutionalized except possibly in response to a sociological need in certain industrial areas. After nearly three quarters of a century of experimentation with the kindergarten on a permissive basis, it is still confined chiefly to school districts with more than 10,000 population. This condition is not necessarily due to neglect.

The depression experience and experimentation with adding the last two years of secondary education directed toward meeting broad social and economic needs rather than academic or college preparatory needs indicate a demand for advanced secondary education within the community. The demand of returned soldiers for extended work in general or vocational education will determine the direction of instructional extension.

It is doubtful whether either extension should be mandatory. If made permissive, the school will be under a far more stimulating challenge to meet social needs than if compulsory patterns permit the continuation of obsolete academic practices.

William Webb Kemp

AFTER forty-five years of teaching service to his native state, William Webb Kemp, former dean of the college of education and professor of educational administration at the University of California for more than a generation, retired from active service in August 1943. Doctor Kemp was a true son of the Golden West, born at Placerville on Feb. 6, 1873, educated in its public schools, at Stanford University and at the University of California.

Except for research in England and a year of graduate work at Columbia University where he received his doctorate in 1912, he spent practically all of his professional life in the Golden Bear State. He was always ready to listen to the merits of other sections but deep in his soul he felt that California was the perfect land. One of his colleagues stated that if by chance Bill Kemp should go to heaven, he would probably say that it had its merits but that for a perfect climate he really preferred the bay area.

Except for three years as professor of education at the University of Montana (1912-15) and three years as president of San Jose Teachers College (1920-23), he remained at the University of California, first as professor of school administration (1915-20) and then as professor and dean from 1923 to 1939, when he retired from active administration to resume the work he liked best, teaching. He was a close friend of both Ellwood P. Cubberley and Henry Suzzallo, whom he first met while a graduate student at Columbia. Both men had a lasting influence on his professional career.

The improvement of public education was the ideal of Dean Kemp's life. Students remarked that he appeared to talk, teach, sleep and eat public education, so much was the public school ideal a part of his existence. He was an inspiring teacher and had great influence over the young men who sat before him. Despite his deep professional enthusiasm he never lost sight of the human equation. His students recall him as a kind, tolerant, fatherly man who seldom lost patience with stumbling immature students and whose office and home were places where confidences were easily received and help was generously given. Dean Kemp is the last of the stalwarts in public school and university administration.

"Rest Begins at Forty"

FOR a time last year it looked as if our slack-muscled and spreading middle-aged educators might be forced to join special exercise clubs and participate in a so-called physical hardening program. Noisy Army colonels talked violently and often about the need for hardening the American infant, the American mother and, particularly, the middle-aged desk men. Physical educators also felt a conscious urge to "do something about it."

The athletic colonels have been finally put to work with troops and the big-muscle boys have been inducted into Army, Marine and Navy organizations where they may harden the boys and each other to their hearts' desire, limited only by their arterial endurance. For the middle-aged educator, nervously peering around the edge of his desk, thankful that he has escaped the general clamor for "being hard and tough," it is now safe to suggest a sound investment.

Put a dollar and a half on the line and buy a copy of "You Don't Have to Exercise" or "Rest Begins at Forty" (Doubleday, Doran and Company). It was written by Dr. Peter J. Steincrohn, a Connecticut physician of high standing, who makes an excellent living repairing the ravages of time, tension and unwarranted exercise on middle-aged men. He offers revolutionary but sound evidence of the harmful effects of unnecessary competitive exercise after 40, confirming the theories of rest, if not nutrition, made famous in recent years by Robert M. Hutchins, educational iconoclast, and Beardsley Ruml of pay-as-you-earn fame.

Contemplative walking that permits enjoyment of Nature's moods instead of counting mileposts and gentle communication with the warm and responsive earth as an amateur gardener, plus increasing amounts of horizontal resting, are offered as substitutes for the big-muscle programs. A careful reading of this book may add years to your life and enable you to thumb your nose authoritatively at all suggestions of heavy exercise.

The Editor

POSTWAR PROBLEMS NEED STUDY NOW

ARTHUR B. MOEHLMAN

WORLD WAR II is over for the schools so far as educational planning is concerned. All essential efforts to adjust elementary and secondary school programs to the total war effort have been made and these plans are now in operation.

It is high time to raise our planning sights and begin immediate intensive study on a community, state and national basis of the rapidly emerging postwar problems. When war actually ceases, the pressure of postwar problems demanding immediate solution may change the entire organization and control of public education unless the several states are ready to meet these demands with reasonable understanding and efficiency. The assumption of leadership for broad-visioned educational planning is a professional responsibility.

Two problems transcending all others in importance already stand out clearly from the shadowy postwar future. They are (1) the need for providing equality of individual opportunity and (2) the need for improvement in operation of the educational process so as to make such equality of opportunity economically and socially possible.

Other Problems Exist

Many other significant and vital problems of both a general and a special nature that can be neither ignored nor slighted are also in the background. While their successful solution may expedite the solving of the more fundamental problems, they must be considered as distinctly subordinate in character.

The American state rests on the fundamental belief that there are no superior races and that the true measure of a man or woman is his or her contribution to human welfare and progress. The evolving American culture is a true composite grow-

ing out of the beliefs and ideals of many races. Practically as well as conceptually the American state must, therefore, be impartial, non-partisan, nonsectarian and classless.

Continued operation and improvement of American government depend on the capacity and desire of the people to maintain self-government. Self-government starts with competence in the management of personal and community affairs. State and national government cannot for long rise above the levels of community competence, and the ability of people to live together depends on their ideals, vision, abilities and powers.

Competency in self-government is not a gift from above but is something that must be learned anew by each generation. The public school is one of the most important single agencies in the achievement of this purpose and instruction in self-government must be carefully provided for at all levels of need.

Every Child Needs a Fair Start

The American public school as an extension of the home has evolved through the genius of the American people. The conviction has grown deep and strong that nation-wide public education is one of the principal means not only for teaching competency in free government but also for giving each generation a fair start in life. America believes in equal educational opportunities for all, in accord with inborn capacities so that no individual will be deprived of his educational birthright because of race, religion, age, geographic location, physical, social or economic condition, to the end that the community and state will not be deprived of the services and contributions of any individual.

The public school has been conceived and has operated in large measure as an impartial, nonpartisan, nonsectarian, classless agency through which all children may receive instruction in democratic proc-

esses and values. It is a common meeting place for harmonizing attitudes and beliefs that otherwise create social conflict and group cleavage. Here, children and adults of every race, religion and political belief on earth may learn the lessons of freedom, tolerance and fair play as well as the fact that cultural change is inevitable and should be made peacefully.

A Shift in Emphasis Needed

Equality of educational opportunity has been a social objective since the early days of the American republic and commendable effort has been made toward its realization. By strange paradox, however, the greater the effort to achieve this goal in the past the wider the gap between groups of American children who are divided by race, geographic location, physical, social and economic conditions. This strange outcome is due to a lack of understanding by educators and laymen alike regarding the essentials for making equality of educational opportunity a reality.

Too much emphasis has been placed on equalization of the tax burden and increased financial support of schools without a parallel effort being made to improve the local and state administrative structure so as to make equalization of instructional opportunity economically possible. Such improvement in administration would tend also to individualize teaching at all levels, provide well-trained teachers for rural as well as urban schools, furnish instructional aids in adequate amounts and provide those auxiliary services necessitated by rapidly changing economic and social conditions.

Natural American impatience with theory and planning, excessive emphasis on the execution and operation of the educational plan and a continued depreciation and slighting of research and appraisal have resulted in undue emphasis on current operation to the detriment of improvement. This misdirected emphasis accounts in a large measure for educational lag.



The fish pond, or pool, at Doan School is a favorite spot for children studying elementary science. Observing the fish and their habits stimulates an intellectual curiosity.

THE "Child Progress Plan" is the name adopted by the elementary schools of Cleveland in 1938 for epitomizing an experimental program begun in 1928 and conducted progressively and continuously since then. The aim of the program is to recognize individual differences in children in actual practice, not merely to proclaim them in theory.

Although the Declaration of Independence states that all men are created equal, we know they are unequal at birth and develop according to these inequalities as they go along. Schools should not resent and strive to eradicate individual differences. Particularly in a democratic society is wholesome variety among individuals to be prized, encouraged and developed. Even were it possible for the educative process to force all pupils through a mold whereby every child would emerge physically and mentally identical with every other, who would deliberately choose such a monotonous product, however attractive or bright the model might be?

The general pattern for elementary education in the United States for a century has followed that of Europe. This pattern has forced elementary education into a screening process. The object was to eliminate all but about 10 per cent of the pupils, those who would be able to assimilate the secondary and college curriculums without teaching skills being required and the teachers' attention being directed from subject matter to pupil or student.

Today the leading states require pupils to remain in school until they are either 16 or 18 years of age. Attention is now turning to the needs of the 90 per cent who were formerly screened out. Lowering the passing grade to 75, or even to 50, was of little value to most of these children as long as the content, method and time schedule remained uniform for all. For large numbers of helpless pupils, failure was constant and inevitable. Confidence cannot develop through a series of failures frowned upon by parent and teacher alike.

In Ohio kindergarten attendance is optional but children are compelled by law to attend school on becoming 6 years of age. Even before norms, quartiles, differences of averages and coefficients of correlation were admitted to educational circles,

competent teachers knew that 6 years by the calendar is not synonymous with 6 years mentally or socially. Some children walk at eight months, others not until 18 months or even later; a few talk at 12 months, others little or not at all at 24 months. Similarly, some are ready to read at 5, others not even at 7. Rates of progress vary as widely as does readiness for reading.

The old doctrine was that if fat meat makes the child ill, give him plenty of it; educate the child around his weaknesses, not around his strengths. Forced feeding may be profitable for geese but most teachers condemn it for children. Proper mental growth is as painless and as natural as healthy physical growth. Interest is a stronger educational incentive than force. It is brutal to try

Combating the problem of FAILURES

H. M. BUCKLEY

First Assistant Superintendent
Board of Education, Cleveland

to compel a child to jump 6 feet high if his limit is 4.

Assuming that success is the basis for confidence and, therefore, the factor without which sound education is impossible, Cleveland elementary teachers began in 1928 to attack experimentally the problem of failures and repeaters. As might be expected, the heavy percentage of failures was found among the group designated "Z's." Homogeneous grouping had been in effect in Cleveland for a number of years essentially according to the following table:

I.Q.'s 50 to 69 in special classes.
I.Q.'s 70 to 84 in "Z" groups.
I.Q.'s 85 to 104 in "Y" groups.
I.Q.'s 105 to 124 in "X" groups.
I.Q.'s 125 and above in major work.
The blind, deaf and seriously crip-

ing the quantity, quality and time factors.

It was agreed in 1932 to remove grade labels and arbitrary requirements from "Z" pupils in grades from 1 to 6, inclusive. If a "Z" pupil set out for Chicago and made only half the journey in the prescribed semester, it was decided to permit him to proceed toward Chicago without receiving an "F" and without requiring him to return to Cleveland before trying the journey again.

It is not an exaggeration to state that the removal of the artificial grade barriers from "Z" pupils not only resulted in a steady improvement in the mastery of subject matter but also, more important, replaced resentment, depression and discouragement with hope and con-

fidence, because possible success replaced inevitable failure. Success must wait upon and be in proportion to capacity and interest. A perfect draft horse should not be entered in the Kentucky Derby.

Grade labels have been so branded on the minds of parents and some teachers that it seems incredible to them that Lincoln became president without ever being in a grade or having a report card. Many have held that grade labels are indispensable, but demonstrations, numerous P.T.A. talks and the improved attitude of "Z" pupils toward school, all have contributed to the success of the revised program for pupils in this group.

After six years' experience with the new "Z" program the principals and supervisors concurred with the judgment of able classroom teachers and voted almost unanimously to remove the arbitrary and artificial grade barriers from the entire primary division, —including kindergarten through grade 3. Most of the subject fields and activities, especially English, had been developed by levels or units of progress in the curriculum centers so that little difficulty has been experienced insofar as the children's learning is concerned.

An occasional parent does insist that he fully comprehends his child if the school labels him 3B, even though he reads miserably, can't sing, is lacking in artistic ability and won't play with others. Furthermore, it re-

The elementary schools of Cleveland have found by experiment that the removal of grade labels from the primary division has allowed pupils to progress according to their individual abilities and capacities.

pled have been in special schools while those below 50 on a Binet test have been excluded from school.

The first step in the attack on the problem of failures, heavy among "Z" groups, was to call upon the experimental returns from the elementary curriculum centers established in 1928. The function of these centers was to determine for each ability group the suitable types of subject matter and activities, includ-

Broadcasting has an appeal for many pupils who find in it an outlet for various skills and talents in the preparing of scripts and reading them before a microphone.





Courtesy of American Book Company

Journalism absorbs the attention of those who "like to write."



Science pupils follow instructions that come in over the air.



Musically inclined pupils in Cleveland schools have an opportunity of playing for school affairs, in concerts and music festivals.

quires additional insight and diagnosis properly to adjust pupils who have been subjected to other systems. However, a grade label does not make such diagnosis less desirable.

Five years of experimentation with the Child Progress Plan in Cleveland have demonstrated that children can live, learn and grow during the primary school period of from three to five years, develop a variety of interests and abilities, progress at varying rates, enrich and integrate wholesome personalities on all ability levels and for every step of progress, all without so much grade labeling, marking, passing, failing and making comparisons with a neighbor's child as formerly.

The plan emphasizes the individual child but it does not assume that children are so radically different that they have no common interests or that group work is unprofitable. Common foods are wholesome for most children but what physician would prescribe a uniform treatment for 40 children with varying illnesses merely because they were all 6 years of age? Even the shoe size is not prescribed by the age of the child. Yet children differ far more widely mentally than they do physically. The calendar has been too much of a Gestapo in the elementary school.

A few pupils may complete the program of the primary division in three years, a majority in four years, while a considerable number is benefited by five years. Progress should be continuous and every step of progress should be recognized whether it be made in November, March or any other month. Rushing along to January and June to determine whether a pupil has made progress is as unnecessary as it is artificial and undesirable. First grade, second grade and so on are levels that are too gross, vague and arbitrary for primary pupils. They are convenient for reports, statistics and estimating revenues but are inelastic and indefinite for recognizing and recording the progress of children.

Thus has the Child Progress Plan of Cleveland brought out many interesting facts relative to the need for recognizing individual differences in children and for assisting those who under other conditions would be simply branded as failures. It has built its success on educating children around their strengths instead of their weaknesses.

POSTWAR EDUCATION

THE complexity of modern life requires education broader in scope and extended over a longer period of years than was needed when our economy was primarily rural.

Change in the typical work situation from that of family employment to that of paid work away from home means that work experience is no longer available in connection with the home life of most families. Yet work experience is needed as a part of schooling both because work habits need to be implanted before youths become adults and because young people need to be assisted in discovering their interests and capabilities through experience in a variety of types of work.

Where Greatest Need Lies

The greatest need for work experience as a part of schooling is at the level of the high school and the junior college because pupils in these age groups are in particular need of guidance in selecting a school program and in choosing a vocation.

Most individuals feel the need to express themselves through some form of creative activity, but the shift from hand work to machine production has resulted in decreased opportunity for creative expression in many persons' work. If people were adequately trained in the schools to utilize their leisure in a creative way, this need could be met in part.

There are today still other aspects of successful living with which the school must concern itself to a greater extent than formerly, either because of their increased importance in meeting the demands of modern society or because of the decline in opportunities for their cultivation. A growing body of knowledge concerning healthful living can best be imparted in the school.

Modern life also demands special attention in the school to problems of safety. The school has much to contribute in teaching the cultivation

This federal blueprint for postwar public education of the National Resources Planning Board is the first article on postwar planning in a series to be published later in this magazine.

of attitudes that make for successful association with other persons, particularly in the home and family. It also has an obligation to provide an understanding of the requirements of national security in all its forms and preparation for participation in national defense. Good citizenship in the broadest sense should be cultivated in the schools.

In addition to the social changes that have resulted in expanded areas of education, another important factor that has made educational changes necessary is the acquisition of new and improved tools of teaching. The radio, visual aids, sound recordings and modern laboratory, shop and library equipment have made possible greatly increased effectiveness in methods of teaching.

In a postwar period of full employment, with the national income that it will bring, this nation can afford to provide the kind and quality of education needed by children, youths and adults and to give equal access to such education to all who need or desire it. The recommendations presented below, if followed, would provide equal access to a justifiable minimum education in the postwar period.

Recommendations

1. That equal access to elementary and high school education be assured all children and youths.

2. That services for young children, such as nursery schools and kindergartens, be made generally available in urban areas and insofar

as possible in those rural areas where the need is greatest.

3. That equal access to general and specialized education be made available to all students of college and university age according to their abilities and the needs of society.

4. That adequate provision be made for the part-time education of adults through expansion of services, such as correspondence and class study, forums, educational broadcasting, libraries and museums.

5. That educational provisions for children who for any reason need special types of instruction be greatly expanded.

6. That the quality of education at all levels and for all persons be made adequate to meet the needs of a democratic nation.

7. That men and women demobilized from the armed forces and war industries be given opportunity to obtain necessary retraining for civilian activities or to continue their education in cases in which it was interrupted by the war.

8. That camp facilities be made available for all youths above the lower elementary grades, with work experience provided as a part of camp life.

9. That meals at school, supervised work and play projects and other services before and after school hours be made available to all children who need them.

10. That an extensive program of building construction and repair be undertaken to meet the needs of education at all levels.

11. That school districts be reorganized to enlarge the local administrative unit and the tax base.

12. That dormitory and transportation facilities for pupils in rural areas be greatly expanded.

13. That the services of the U. S. Office of Education and state departments of education be expanded and developed to provide adequate research facilities and educational leadership to the nation.

14. That adequate funds be made available by the local, state and federal governments to assure the carrying out of the recommendations presented.

15. That inequality of the tax burden for education within and among the states be reduced through the distribution of state and federal funds on the basis of need.

We Teach Because We MUST

KENNETH C. COULTER

Supervising Principal, Public Schools
Glen Rock, N. J.

FIVE years ago, on the occasion of the opening of a new school year, I talked with my teachers on the theme "We teach, not because we can, but because we must." The topic was developed by pointing out that the good teacher would in all probability be successful in many other fields of work.

The assumption was made that the good teacher, should he desert his chosen profession for some other work, would find greater financial gain in this other work, would find that he had to spend less time on the job and would have fewer restrictions placed by society upon his personal way of living. The "plus" features of teaching—tenure, pension, social prestige and the security of a certain income—were mentioned but were not given the entire credit for holding the good teacher on his job.

Why Do We Teach?

We teach—because we must. Good teachers are held in the teaching profession because they are interested in children, because they feel that the work they are doing is not to be trusted to unworthy persons, because they cannot give up the thrill of seeing some boy or girl develop into a better person under their care and guidance.

Five years have changed many things. Because of these changes a new "must" in teaching, an imperative that was not apparent five years ago, assumes the greatest importance. Teachers *must* teach in order that democracy be kept alive on this earth.

A believer in democracy is a product of his education. The newborn child is not equipped with "democracy" in the same way that he is equipped with two legs and two arms. That Hitler's people are his people because they have been educated to that end has been the theme

The war has given birth to a new teaching imperative. We teach not because we can, but because of our responsibility for keeping democratic principles alive

of many writers. It is noticed that in spite of the trend of the war against Germany there has not been the hoped-for break in German morale. German education is responsible for this strength on the home front.

Democracy Is Not God-Given

When Gregor Ziemer in his book "Education for Death" wrote, "Hitler's educational system is an even greater menace than his army or his Luftwaffe," he gave us both truth and prophecy. The German air force is losing planes more rapidly than they can be replaced; the army has not won a major campaign this year; the people at home have been subjected to merciless bombings, and yet the people support the war.

Mr. Ziemer says, "If we are to combat the spirit of German youth with our own spirit of democracy, it will have to be a rejuvenated spirit, a spirit as fiery in its concentration as Nazism is in German schools. We must consciously work to make democratic Americans."

A believer in democracy is a product of his education. Democracy is not a God-given gift for citizens of the United States only.

Our country is now engaged in a great war—a civil war, some call it. Our prime purpose in fighting this war is to secure for ourselves and our children the right to live as free people. In spite of our goal of freedom we have surrendered many of our freedoms in an effort to speed our march to that goal.

It has been pointed out that 386 executive orders were issued in 1942, including the order mobilizing manpower under the War Manpower Commission. This order directly affects the rights of every citizen and probably should have been passed upon by Congress. However, the people, through Congress, have given the nation's chief executive the power to make such rulings by executive order.

Rationing has been accepted by all people and without a great deal of protest. Businessmen see their prices set by decree, and wage earners see wages established in the same fashion. It has probably not occurred to many that the local gas station attendant is now the person who will tell us when to buy new tires or when to have old tires recapped. His orders must be followed because he is now a federal tire inspector.

Citizens did not *vote* these things. Citizens cheerfully accept them as a part of the few freedoms presently sacrificed in order that our entire freedom may be permanently protected. Each one who reads may add his own list of freedoms that he has given up either wholly or in part.

Danger of Haltered Freedoms

This war and its aftermath (and the aftermath may rival the war in its demands that we give up our freedoms) is not a matter of months but one of years and decades. It is probable that many children will live their entire adolescent life in a land deprived of many of the freedoms it has always prized. Adolescents will not be concerned by the loss of these freedoms because they are not the freedoms that young people will greatly miss.

The effort will be to keep young children and those in early adolescence living a normal life. They are not to be deprived of home life; they

are not to be kept from school; the movies will not close. Although cities in our seaboard states may be bombed, it is not now thought that our nation will be a battlefield in this war. Unless the actual war comes to all the cities, towns and villages in the land, life for our children can and will be beautiful in spite of all that adults may do or say. Those who were children during the last war can confirm this statement.

The picture before us, therefore, is one of happy children growing up in a land where freedom has been halted by war. These children must not be permitted to accept this halted freedom for the unfettered freedom that adult Americans have learned to prize. Children are adaptable. If they see parents, teachers, senators, judges and preachers all accepting orders and directives without complaint; if they go often with their mothers to the ration board for shoes and extra sugar and the winter's fuel; if, on a farm, they see their fathers accept the order not to grow this or to grow that; if children are reared in such an atmosphere, there can be no doubt but that they will learn to accept a limited and shackled freedom unless the schools teach democracy as it was and lead children to explore the possibilities of democracy as it shall be.

A Challenge to Teachers

"We teach, not because we can, but because we must." It seems to me that this statement has a meaning that is clear to all. A challenge to all teachers is contained in it. How can we meet that challenge?

In the writings of St. Paul, we find the words, "a willingness to spend and be spent for the cause." Teaching has always been and, it is hoped, always will be a service occupation. Now more than ever teachers must serve. They must take on added tasks outside of school by serving as air-raid wardens, on defense committees, as forum group leaders, and they must take on added tasks within the school. The greatest task for all teachers is that of making democracy a living thing for children.

This task means a more careful selection of materials for class work. It means a more careful planning of lessons. It means thinking of ways to put democracy into action in each classroom. It means making the whole teaching process more difficult

because it is harder to teach democratically than to assign the next six pages and say, "Get to work."

For some in the profession this task of teaching democracy means an entire readjustment on their part. Despite all the efforts of teachers' colleges and supervisors over the past few years, there are still more followers of the dictatorial methods in classrooms than democracy at this crisis can afford to have.

The teacher of today must have "a willingness to spend and to be spent for the cause." In the last analysis it is through the schools that "we shall nobly save or meanly lose the last best hope of Earth." When at last this conflict ends, when for all the peoples of the world freedom has meaning, then shall the teacher answer proudly the question of service to the nation in its hour of need, "I? Why, I was a teacher!"

A Dependency Allowance

Will it solve the problem for teachers with dependents?

A RECENT personnel study of teachers in the Connecticut public schools was undertaken by the Connecticut State Teachers Association and the state department of education. It was based on answers to questionnaires sent to superintendents and supervisors for distribution to teachers.

Besides answering some of the more obvious questions concerning teachers of the state, the study gives interesting facts regarding the question of dependency load as a factor in paying higher salaries to men than to women. The data obtained are relative; they show nevertheless that, although women teachers do have dependency problems, men teachers have the heavier load. A higher proportion of men have dependents and their median dependency load is heavier, the median load for men in the secondary schools being double that for women teachers in the same schools.

More than a third of the women teachers answering the question regarding dependency have no dependency load other than self, while only one tenth of the men are without dependents.

According to the report, the data show some justification for the practice of paying higher salaries to men than to women. "However, as a matter of plain equity, if dependency load is the real reason, then women teachers who carry dependency loads should have the same consideration. The federal government recognizes dependency as an income tax credit and the head of the

dependency group, whether man or woman, claims the dependency allowance.

"Salary schedules are now being written with a special dependency provision whereby a salary allowance is made for each dependent up to a stipulated number of three or four," the report states. "The dependency recognized is usually only that of wife and children or, in the case of a widow, children only. The differential is usually not large for each dependent but, small as it may be, it is a recognition of the problem and the effect on the teacher is salutary for it lightens the load by that much.

"Many arguments have been advanced against the dependency allowance but the fact is that capable men can earn more in so many other fields that either a differential or a dependency allowance becomes almost necessary. Women who have a dependency load should receive the same differential as do men if the main consideration is based on dependency. However, this immediately introduces complications for other teachers may well argue that, on the basis of training, experience and success in teaching, they are at least the equal of the person receiving the higher salary and discontent and dissatisfaction may result.

"A dependency allowance may not be the best or the final solution but it is an open and frank recognition of a present problem and it has the merit of equity in that there is no discrimination on the basis of sex."

There Is No Substitute for Discipline

MARGARET J. SYNBERG

Teacher, McKinley High School, Chicago

IT IS not always prudent for educators to pass judgment on current innovations in school operation. Theirs may be the predicament of the legendary emperor and his courtiers, victims of swindling weavers who pretended to weave fabulously beautiful cloth that by its nature remained invisible to anyone unqualified for his official position. History relates that everyone who was questioned praised the exquisitely woven colors and designs while ignoring what was only too obvious, that there was no fabric at all.

Discipline Goes Incognito

Like the emperor in the legend, discipline, that erstwhile bugbear of school administration, has been outfitted in a new garment. It now wears the regulation white of adjustment service.

Under analysis, adjustment service is an elaborate scientific device to reduce pupil failure. Contrary to expectation its installation has not brought about the millennium of perfect pupil-teacher coordination. Unfortunately, some enthusiastic advocates of organized adjustment departments so overestimated their probable effectiveness that their objectives have often been misinterpreted, for in addition to improving scholarship, adjustment service was expected to solve and remove permanently from school operation any and all disciplinary problems.

A properly oriented pupil was to be incapable of misbehavior because he would be too absorbed in his work to be mischievous or unruly. Truancy would disappear because youngsters would be too happy in school to be absent except for illness. "Maladjustment to school situations" would become the sole index to pupil nonconformity and entitle its victims to understanding pity rather

than to administrative wrath. Discipline, an outmoded relic, would fall into a new category, roughly classified with the pillory, stocks, irons, rack, dungeon and torture chamber.

The soft-pedaling of discipline, a process secretly condemned by an overwhelming majority of administrators and teachers yet accepted because of theorists who have captured popular fancy, may or may not be permanent. Fundamentally, the discarding of "control" as a vestige of medievalism is based upon the denial of positive right and wrong in human conduct. While psychiatrists and psychologists are undoubtedly free to express their personal opinions, there is no demonstrable reason why educators should subscribe to experiments based upon theories not generally credited.

Flexibility Has Limits

Many boys and girls come to school without any recognizable expectation of doing anything other than what they feel like doing. Theoretically, school schedules and courses of study can be adapted to fit such children. Practically, there are limits to the flexibility of anything, be it curriculums, rubber, wire or human patience. A child may be of normal intelligence and of the proper educational age for his school grade yet be so pampered, lazy, selfish and lacking in elementary self-control that no school program can be adapted to his whims. What supervisors call a teacher's

skill in "discipline" is really not ability to control children; it is ability to train children to control themselves. It is the necessary power for the purposeful direction of young energy with as little loss as possible from friction.

Emergency Measures Often Needed

By inference, whatever hinders the economical direction of childish energies and powers in a group situation is a disciplinary difficulty. It is preposterous to assume that all undesirable behavior traits can be traced to physical, mental or environmental causes and that a cure can be effected by manipulation of external circumstances.

Free will is still the most potent factor in human behavior. Group psychology creates unusual classroom situations and evokes unexpected responses. Even the most experienced teachers must occasionally employ emergency technics to preserve wholesome pupil attitudes.

To deny the existence of disciplinary problems within his domain may establish an administrator as an exceptional educator in the opinion of certain individuals or groups. Perhaps parents are mollified by official rationalizing of their children's peccadilloes. Explanations that their sons or daughters are maladjusted to arbitrary school routine or are individually too gifted to conform to average schedules may flatter parental vanity but such subterfuges are unworthy of those entrusted with public education.

We might as well admit that we are fooling no one, least of all ourselves, when we subscribe to the idea that all children can be educated by an entirely pleasant process. Any principal of a public school of average equipment and organization who boasts that there are no behavior or disciplinary difficulties in his school is deliberately misrepresenting facts. Either the school standards are too low to be acceptable or else the administrator is currying favor with parents at the expense of his faculty by penalizing the latter for reporting troublesome cases.

Rationalization Is Not the Answer

With older children the rationalizing of reprehensible conduct is even more vicious a practice than in the case of younger ones. Discussing misdemeanors in an analytical vein sometimes helps adolescents, but more frequently it aggravates the self-justification that is so characteristic of teen-age boys and girls. Superficial grievances can assume abnormal importance and relationships that should be kept on an impersonal basis can become absurdly personal, with disastrous results to classroom morale.

Whoever imagines that friendly chats are a cure-all for pupils' undesirable school behavior has not worked extensively with mixed groups of children. There must be objective fixity of standards, rules and regulations. Children need that fixity for wholesome growth. If reasoning with boys and girls overcomes their difficulties, well and good; if it fails, there must be some recourse for teachers other than ignominious retreat and demoralizing toleration of offensive practices.

Lack of Control a Handicap

Psychiatrists mean exactly what they say when they state that many cases of abnormal adult behavior are traceable to lack of training in self-control during childhood. Everyone who has grown to balanced maturity can attest the truth of this statement. Even pupils of high school age are acutely handicapped if they lack adequate control, sometimes sacrificing a promising future or even a professional career because they are without the stamina to surmount routine school obstacles.

To construct for American children a sheltered Utopia in which the

disagreeable has been eliminated, the difficult made easy and the tedious fascinating is like sending these unfortunate youngsters into a dream world. The awakening to reality is a harsher experience than is the most rigid discipline of the strictest school.

The time-honored criterion of teacher evaluation, his or her "disci-

pline," might well be retained. Even with free activity, cultivated initiative, project planning and pupil government, a vital measure of a pupil's growth is his ability to meet wanted standards of performance, conduct and skill. Perhaps modern schools are journeying toward their goals by the longest way around.

A Tribute to Latin America

E. JOHN SAARI

History Instructor, High School, Willmar, Minn.

LATIN-AMERICAN history is here to stay as a part of the modern world history course at Willmar High School. Our Pan American Day observance last April opened the eyes of pupils and teachers alike to the potentialities in the study of all the Americas.

Various means were employed on this day to create an interest in Latin America in particular. Bulletin boards displayed flags, stamps and pictures of heroes, products and costumes; posters made in the art department were placed in the school and in downtown store windows; the recorded music of Latin-American countries was brought into each classroom by means of the public address system; several blackboards were appropriately decorated by art pupils, and classroom programs were given by the social studies pupils.

"A Tribute to Pan America" was the title of an assembly program given on the day of the observance. This was recorded and later broadcast by station KWLM. Flags of the Americas formed a colorful background for the orchestra, string ensemble, narrators and vocal groups.

Junior high school boys dressed in gay shirts, sashes and sombreros sang "La Paloma" and "El Rancho Grande." Three films were shown at the conclusion of the program, "Pan Americana," "Haiti's Black Napoleon" and "Uncle Sam, Good Neighbor."

A two weeks' unit on Latin America was included in the modern history course for the tenth grade. This was given immediately preceding and following the Pan American Day observance so that each

contributed to the success of the other. History pupils were divided into work groups of five with one or two of the better pupils as leaders. The work was organized into seven units, each built up around a geographical area in the Western Hemisphere: (1) Argentina, Brazil and Chile; (2) Paraguay, Uruguay and Bolivia; (3) Venezuela and Colombia; (4) Peru, Ecuador and Panama; (5) Central America; (6) the West Indies, and (7) North America.

These groups prepared their projects by studying the text "Our Good Neighbors in Latin America" and by library reference reading of booklets, pamphlets, Pan American Union publications, steamship line folders and books. Some groups naturally showed greater initiative and imagination than others and created exhibits of pottery, scarves, laces, book ends, hats, blankets and baskets.

Others developed product maps to illustrate their talks while still others brought in picture collections borrowed from the library. One ambitious art pupil drew figures in colored chalk on the board representing Canada, Mexico and the United States—"Americans All." An outline map of Latin America was drawn on another blackboard and an identification test was taken by all history pupils.

Slides of South America were shown to each class and the April 12 issue of the *Weekly News Review* was devoted to Latin America. Informal "spell downs" and panel discussions were popular with several of the groups. The finale of the entire observance was an objective test covering the material studied.

What the PEOPLE Want SCHOOLS Must Give

LOY NORRIX

Superintendent of Schools, Kalamazoo, Mich.

READERS of educational journals, through the large number of articles written on the subject, have been made conscious of the need for a better interpretation of the program of the school in its community. This is, indeed, a function of school administration that should receive more attention. It should no longer be assumed that it will be taken care of automatically without conscious effort on the part of the school staff. In order to preserve a democratic school system, the people must be kept informed with regard to its activities and must approve of the system.

Know the People's Needs

This is not enough, however. We in the business of education must go much further. If schools are to contribute as they should to teaching and training young people for democratic living, we who guide school programs must be concerned with seeing that the needs and requirements of the people we serve are effectively interpreted to the schools and are translated into the school program.

Fascist and Nazi systems of education tell the people what their school program is to be. In fact, they thoroughly indoctrinate their youth with the imposed ideals promoted in the schools but they are not concerned with the needs and desires of the people. They do not spend time interpreting the wishes of the people to the schools.

All over the United States experiments are being conducted in which the community school idea becomes the dominant factor in the revision of the school curriculum and program. The idea of keeping the school ever close to the people and respondent to their needs is to Amer-

icans synonymous with democracy. This does not mean that the school program should be in the hands of untrained laymen; it does mean that the trained professional personnel will be conscious of the community problems and community demands and will translate the school curriculum into ways and means of assisting in the training of youth to participate successfully in community, state and national life. If this cooperative measure is neglected, our democratic school system will disappear and our democratic government with it.

One of the great movements in the United States directed toward proper interpretation of the public and its schools to each other is the Parent-Teacher Association. This organization has tremendous possibilities for bringing about the interplay of influence between the home and the school and may one day be credited with the honor of having kept democracy virile in America. Coordinating councils have been used successfully by numerous communities as a means for interpreting community needs to the schools.

A Successful Follow-Up Program

The follow-up programs promoted by many of our secondary schools are attempts to interpret the needs of the public to the schools. In Kalamazoo, the census takers obtain information from youths who are out of school but are under 20 years of age. They are asked to tell what they think of the school program and what changes they would like to see made. Such a follow-up program can be made a continuous process and a helpful device for making known the wishes of the public to the schools.

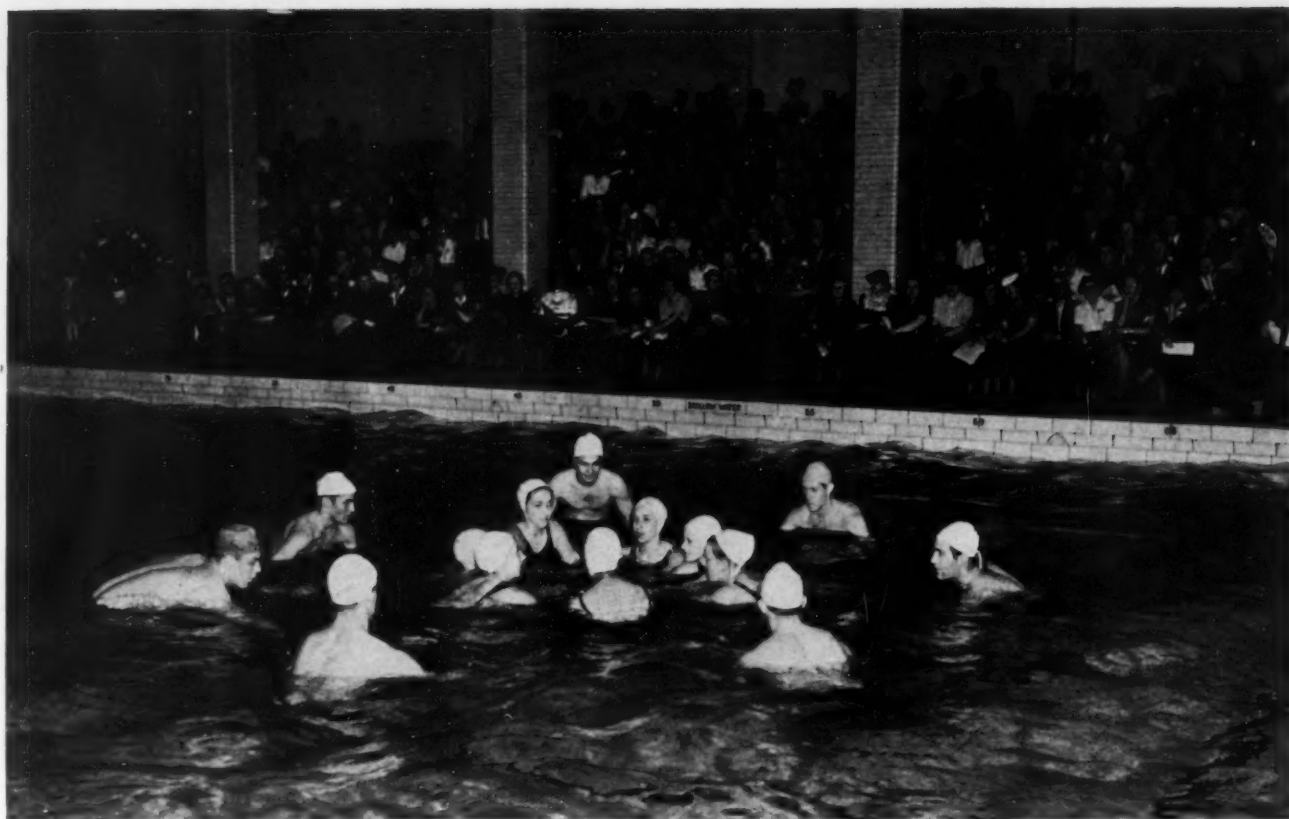
A few communities in the United States during the past few years have made occupational surveys in which

a vast amount of information has been obtained regarding qualifications necessary for local employment in various business and industrial organizations. Kalamazoo promoted occupational studies in six major fields of industry and business beginning in 1937. The studies revealed job opportunities, qualifications necessary for employment and changes needed in the school curriculums to meet these local demands. The studies were reported in bound mimeographed bulletins which we made available to counselors and school advisers. As a result, curriculum changes were made and new courses and sequences were opened.

Pupil-teacher planning in classroom procedure and student government organizations are commonly used by schools for the purpose of promoting democracy in education and a common understanding between the public and the schools. A mere beginning has been made in this direction but the many isolated experiences give hope that progress is under way. Some of the secondary school projects, such as the eight year study, the Southern study, the California study and the Michigan study, have encouraged modifications in the curriculum that permit greater participation in curriculum building by faculty, pupils and the public.

Interplay of Ideas Valuable

In a thoroughly democratic community, there will be no fear of the consequences of the interplay of ideas among parents, pupils and faculty groups. The schoolmen of tomorrow will be more greatly concerned with interpreting the public to the schools than in interpreting the schools to the public. This is necessary for the survival of democratic education.



A section for spectators is a feature of well-planned swimming pools.

Planning a SANITARY POOL

A. MELVILLE SMAIL

Engineer, Wright Junior College
Chicago

THE swimming pool in Wright Junior College, Chicago, is 24 feet by 60 feet and, before the Navy took over the school in June, was used daily from 8 a.m. to 5 p.m. The class load was quite heavy, with as many as 90 students in some groups. During these periods it was necessary to increase the flow of chlorine in order to maintain a residual chlorine standard of from 0.3 to 0.5 part chlorine to 1,000,000 parts of water. Three samples of water were taken each day. In this way we were able to maintain a fairly even average of around 0.4 part per million.

The gang shower consists of a

From a talk presented April 28, 1943, at the Conference of Swimming Pool Operators, Lane Technical High School, Chicago.

room 12 feet by 12 feet by 14 feet high, with 12 showers arranged at intervals of 3 feet on each wall. These shut off automatically in about one minute from the time the button is pushed. We find this gives ample time for the student to become wet enough for soaping and when pushed again allows enough water for rinsing off, thus saving hot water. These valves work very satisfactorily and are easily adjusted. The temperature of the water in the showers is controlled by a thermostatic water controller.

The tool used for dismantling these regulators is a piece of 2 inch pipe with slots cut into it to fit the ribs on the thermostatic element cover. This works perfectly. These

valves occasionally gather deposits of lime on account of coming in contact with the hot water. We have found it necessary to dismantle them about every two years to scrape off the lime deposits and clean the screens and insides.

The piping hookup for these valves includes a by-pass for cold water around the regulator for the purpose of assisting in accelerating the flow of students through the showers. By opening the cold water valve, the instructor adequately takes care of students who like to loiter under the warm showers.

The gang shower is separated from the pool room by a glazed brick passage in which is located a needle shower. The water for this is controlled by a manually operated centrifugal pump. This shower consists of two 2 inch silver bronze perforated

The teaching of life-saving methods holds the interest of young swimmers.

pipes, supported on specially designed pipe hangers attached to the glazed brick side walls 20 inches above the floor. The fine nozzles on these pipes are set at an angle whereby the water, which is taken directly from the pool, sprays with considerable force from the abdomen down to the knees.

Inspection of Students Required

Many students would like to rush into the pool with but a gesture at taking a cleansing shower. We established a very rigid body inspection of the boys before they entered the pool. Both individual towels and paper towels for testing the vulnerable points for dirt on students have been tried. We adopted the regular large bath towel for this purpose.

We started at one corner of the towel and, with enough to cover two fingers, the instructor rubbed behind ears, under arms and on the back of the heel and the side of ankle. After each student was examined, fingers were moved about 3 inches on the towel to a new location; thus an instructor was not using the same space of towel on more than one student.

After inspection, if the student was clean, he passed on but he could not get into the pool room without stepping into a depression on the tile floor which contains a water supply, floor drain and overflow outlet. The intended method was to have a small stream of water continuously running into this basin, but in seasons when the lake water was cold the complaints were too numerous. So we plugged up the overflow outlet, tempered the water and had no complaints.

Guarding Against Athlete's Foot

Into this tempered water we put $\frac{1}{2}$ pint of 14 per cent sodium hypochlorite solution which, with the water dilution, gives about a 1 per cent residual chlorine content in this water. We changed this twice each day and sometimes more often, depending upon the pool load. Too,



the sodium hypochlorite solution was put in all scrubbing water used about the pool and locker rooms. Our school had no cases of athlete's foot.

The girls, too, in order to get into the pool room from their locker room had to walk through a passage with a similar depression filled with the sodium hypochlorite solution.

Girls' Locker and Shower Room

The girls' locker and shower room is a beautiful place compared with the boys' gang shower. Here we have 60 individual shower rooms with marble partitions and private dressing rooms attached. The temperature of the water in these showers is controlled by four regulators, one for each lane of 15 showers.

Between the two center rows of showers is a space that has been named "Barefoot Lane," as no one was allowed in this aisle unless barefooted. This prevented contamination from street shoes to the bare feet of the swimmers. At the far end is a door leading into the towel and suit storage room.

The opposite end of "Barefoot Lane" terminates in a chute for wet bathing suits. This chute allows the bathing suits to be dropped into the laundry and sterilizing room directly below.

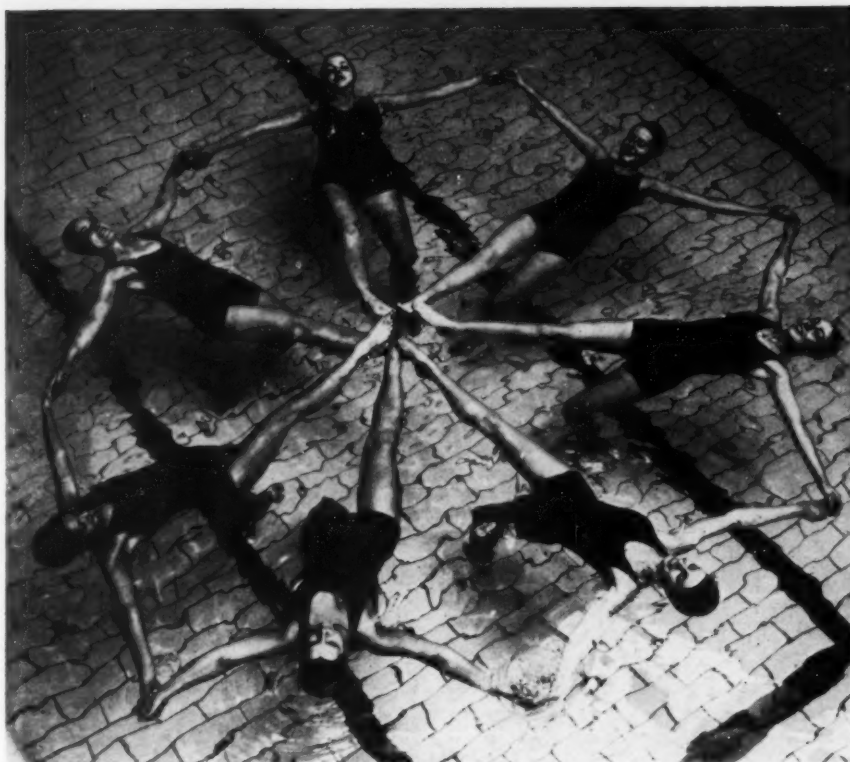
Connected to the girls' locker room are a beautiful rest room, which the girls decorated in a modern fashion, a toilet and lavatory room and a complete hair drying room with 24 flexible, 3 inch air nozzles with heated air flowing from each one. The air flow is controlled by an electric contact switch at the door of the room.

The swimming suit sterilizing room is a fair sized laundry, well ventilated by the girls' locker room heating unit. It contains, besides the two tray laundry tubs, a modern washing machine of the spin dry type, which leaves the suits in an almost dry condition. Complete drying in the gas drier was accomplished in a shorter period with a substantial saving in fuel. The suits were then placed in a copper autoclave sterilizer. After being sterilized, they were transferred to the towel and suit room, ready for their owners' next swimming period.

Gray Cotton Suits Required

Each girl supplied her own suit with her name embroidered on the front. We required suits to be of gray cotton so that there would be little lint and no dye in the water.

The filtering equipment is standard, as used by the board of education. The 3 inch water supply comes



Synchronized swimming is an attractive feature of meets and exhibitions.

directly from the city main to a point in the basement directly above a 5 by 5 foot surge tank where it connects to a 3 inch float valve, the outlet of which terminates about 3 inches above the top of the tank. The pool, thereby, has no direct connection to the city main.

Filtering Tanks

From the surge tank the water is forced through two 6 by 6 foot filter tanks which contain a filter bed of about 4 feet of finely crushed, sharp quartz, classified as No. 7 size. Just beyond the filters suspended from the ceiling is an efficient water heater. This was originally connected to the low pressure manifold of the gym heating unit. The arrangement caused considerable difficulty, for when enough pressure was carried to heat the pool water the gym would become overheated. We have changed this by carrying the high pressure steam to a reducing valve installed to serve only the heater. From the heater the water is distributed through 3 inch galvanized pipe to four openings, two in each end of the pool. At the shallow end they are 24 inches below the surface and at the deep end they are about 60 inches below, thus creating a swirling motion to the water. The

6 inch pool drain is located on one side about 6 feet from the deep end of the pool and leads to a point about 3 inches above an open discharge basin, resulting in a broken connection to the outside sewer.

The connection from the discharge basin to a 6 inch street sewer is controlled by a 6 inch gate valve, which is opened only when backwashing. From the bottom of the 6 inch pool drain, a 3 inch connection is taken off and run to the circulating pump, thus completing our circulating system.

Cleaning the Filter Bed

There has been some talk of connecting an air compressor to the filter tanks for the purpose of agitating the filter bed to create a scrubbing action. One day while backwashing, the float valve on the surge tank stuck. The tank became almost empty and we were pumping a small amount of water and a large amount of air through the filters. Evidently this regurgitated the filter bed and created the scrubbing action desired. Because of the amount of silt and the discoloration of the water, we knew we were cleaning the filter bed. After that experience, when backwashing, we purposely allowed the water in the surge tank to run

low several times for the purpose of agitating the filter bed and getting a better cleansing effect.

On the piping in connection with the filters we have mercury flow meters and pressure gauges on each side of the filters to check any drop in pressure and the rate of flow through the filter bed. We removed the hair and lint strainer, which had been in the line for five days. This was placed next to a clean one to show the accumulation which takes place in that short space of time and also the need for frequent cleansing.

No Chlorine Coagulation

Our chlorinator was originally connected to the cold water line. In cold weather the chlorine vapor would coagulate or freeze in the metering chamber. Therefore, we connected the water line also to a hot water supply. Besides eliminating the chlorine coagulation, this hot water coming through the injection line was almost enough to keep the pool water up to the required temperature. Thus, we needed to use the pool heater only on Monday mornings.

The Wright Junior College pool is handsome and attractive and has been the scene of many contests, meets and exhibitions of synchronized swimming. Unfortunately, no space was provided for the public to witness them. There is but one single row of benches for the swimmers' accommodation.

Spectators' Section Needed

When a swimming meet or exhibition was held, it was necessary to erect portable bleachers on the 6 foot deck. These extended down to the edge of the water, tending to contaminate the floor and pool water. Spectators in the front row needed to be supplied with towels to protect their clothing from the splashing water. This is mentioned to emphasize the advisability for providing a spectators' section in all public school swimming pools.

MY DAY

By a SUPERINTENDENT

Monday

8:50 a.m.—Stopped at high school on way to office. Talked to principal and assistant principals regarding proposed Victory Corps.

9:45 a.m.—In office. Read mail (already open on desk), sorted out various letters and other literature and indicated to which members of the staff each should be sent. Scribbled off notes in answer to all letters reserved for personal attention (secretary puts these—how she can read them is beyond me—into fairly intelligible letters and I sign them later). A few matters which must be given study before a letter can be written were filed in a drawer. Desk kept clear, all the time.

Answered telephone calls throughout the morning; secretary got party for me if the call came when I was out. (There is an extension of my telephone on her desk with a buzzer within easy reach.) President of board of education wanted me to arrange for conference with the mayor on proposed bonus. Secretary of chamber of commerce wanted advice on a problem regarding the Army. (I am chairman of the liaison committee.) State department of education wanted to use our high

school and some of our personnel for a physical fitness institute for this part of the state. Army wanted to use one of our gymnasiums for a little extra-curricular activity any evenings we could give it. Principal of an elementary school wanted to arrange for an interview after school; matter was settled over the telephone. Teacher called for permission to attend a meeting in northern part of state. O.K., of course.

Between answers on the telephone I called the principal of the Boys' Vocational School to check on a school printing job; called up home to inquire about a sick granddaughter; called the mayor's office to arrange for an appointment; called the principal of the high school to tell him about some important literature received this morning and being sent on to him regarding the Victory Corps. (Our school truck makes daily deliveries to all schools.)

Talked briefly to assistant superintendent about getting in as much coal as possible right away; to director of elementary education regarding more emphasis on mental arithmetic; to supervisor of health and safety education on program to make awards to pupils who have won honors in safety contest.

11 a.m.—Slipped down stairs to board of education room for a smoke and conference with secretary and business manager on budget. Put tentative budget into shape for discussion with board.

12 m.—Lunch in board room, brought up tray from school cafeteria next door. Listened to news broadcast.

1:30 p.m.—Went to elementary school for special aviation program. Our instructor of preflight aviation courses in the high school gave an interesting talk to the youngsters after their program.

2:45 p.m.—In office. Saw parent whose boy's overcoat had been stolen from locker.

Talked with chief quartermaster about Navy enlistments (I am chairman of local committee). Quietest teacher who was fearful that she might be forced to retire next year and assured her board would not take such action.

Talked to commanding officer of local Army center on telephone regarding use of buildings now occupied by the Army as secondary air-raid shelters for schools.

Wrote to girl who invited me to the aviation program thanking her for her courtesy and congratulated all of them on the show. Wrote to commanding officer to confirm our telephone conversation. Prepared general announce-

ment for all schools dealing with a number of immediate problems.

Conferred with executive committee of local teachers' association regarding a bonus. Agreed to attend general meeting next day.

4 p.m.—Board of directors of chamber of commerce meeting.

5:30 p.m.—Home for dinner.

8 p.m.—Parent-Teacher Association meeting in form of panel discussion. Subject: The Alarming Increase in Juvenile Delinquency. Good meeting, even if I did speak.

11 p.m.—Home in driving rain.

Tuesday

9:45 a.m.—In office. Couldn't get up as early as usual, must be getting old. Sorted mail. Answered letters from the secretary of National Conference of Christians and Jews; the commissioner of education, agreeing to take part in a program he is arranging; a superintendent who wanted information about our rules on teachers' absences; two applicants for teaching positions; three graduates of our high school who wanted letters of recommendation.

Called principal of high school to give him my latest idea on Victory Corps; called principal of elementary school to congratulate him on excellent P.T.A. meeting; called chief medical inspector regarding a school nurse who was in the hospital.

Saw committee of Negro women who were under the impression that they were not getting a fair deal in our national defense courses. Saw newspaper reporter and gave him a short story emphasizing how the schools are trying to help win the war.

11:30 a.m.—To mayor's office with president of board of education and secretary to discuss prospects for next year's budget and the bonus problem.

12:15 p.m.—Rotary Club meeting.

2 p.m.—War Chest committee.

3 p.m.—In office. Signed letters. Called 10 people on telephone regarding War Chest contributions; signed up eight. Gave 50 cents to a man whom I knew in high school years ago; goodbye, four bits.

4 p.m.—General meeting of teachers' association. Explained with aid of blackboard financial position of board of education and possibility of a bonus. Answered questions for more than an hour.

6 p.m.—Home for dinner.

8 p.m.—Took a drink and went to bed.

Teachers have a contribution to make to group thinking on which school policies are founded

Let Them Have a Voice in Planning

THE participation of teachers in school administration is not a new concept in education but is as old as teaching itself. In the early days of American education teachers carried on their work in the classrooms and, with the assistance of laymen, performed whatever administrative duties were necessary.

In comparison with teaching, the profession of school administration is new and in its development and present day emphasis there is some danger that it may become distinctly separated from teaching. The teaching of children and youth has always been the primary function of the school and it is no less so today than formerly. The introduction of the professional administrator has come about as a means of facilitating the work of the teacher who, in the final analysis, is the hub of the educational wheel around which the work of the school, including its administration, revolves.

Teachers Are Administrators

Schools could scarcely operate today without teachers' contributions to their administration since all phases of management in the classroom, in the halls, on the playground, in the community are directly related to and often are administrative problems that are now carried on in large part by teachers. If we look at the activities engaged in by a typical teacher in a city school system, we shall see that he often directs extracurricular activities; manages libraries; keeps various records; selects and accounts for textbooks and other school equipment; deals with pupils, parents and the public, and not infrequently serves on committees that formulate salary schedules, prepare and review budgets, revise courses of study, plan curriculums and determine far-reaching policies of the school.

These important functions of the teacher should be recognized as an integral part of his work and in many schools a more definitely planned procedure should be instituted for utilizing a teacher's contribution to his school's administration.

The objections commonly voiced to teacher participation in school administration are as follows: (1) teachers are not prepared to participate in policy making that affects the entire school; (2) they do not have time to spare from their classroom duties to engage in committee work necessary for the formulation of school policies, and (3) they do not desire to participate in administrative matters but prefer to give their entire time to classroom duties.

Teamwork Important

Relative to the preparation of the teacher, it must be said that many of them now have training equal to that of school administrators, supervisors and principals. While this is not true of the entire body of public school teachers, an increasing number of high school teachers have the master's degree and a larger and larger proportion of elementary teachers have the bachelor's degree.

It is, however, not so much a question of the quantitative differences in the training of the personnel staff as it is one of qualitative differences. Each member of the school staff—administrative officers and teachers—is trained for his respective special task but all are interested in the primary purpose of the school, which is to provide for the best development of children and youth. Everything done by administrators and by teachers must have a direct relation to this primary purpose. All members of the school staff must work together as a team to achieve the best results.

Each teacher is a specialist in some one phase of the school's work and

WALTER C. REUSSER

Director of School Administration
University of Wyoming

by virtue of this special training has a contribution to make. All these contributions integrated into one comprehensive program are certain to result in a better school than would any program dictated by one or a small group of specialists.

Planning for the Group

If we regard the teacher as a routine worker, that is, one who takes orders and executes them, then the argument that he does not have time to spare from his classroom work for administrative planning and policy making may be a valid one. This concept of the teacher's work, however, is no longer tenable and is one that few school administrators would wish to defend. If teaching is to be thought of as a creative art, then a large place must be given to the work of planning in the teacher's daily schedule. Such planning will necessarily involve the group of children or young people with whom he works but should also extend to his thinking about the whole program—classroom, activity, community—as well as the pupils' future plans and outlook upon life. The teacher must do administrative thinking and planning in order to give his work with pupils the maximum significance.

Most of the better educated teachers not only desire but also are eager to participate in administrative planning and policy making. This has been the expression of groups of teachers in many studies reported in the literature. Those who do not desire to share in such planning are probably persons of least professional bent and competence.

The teacher is a contributor to

school administration by virtue of his special training. Such training does not mean that he is to make all the decisions in his field of specialization or to solve all the problems in that area. A balance must be maintained among the various areas and activities of a school. The specialist should present his point of view and make his contribution and will thereby assist the entire staff by giving information that other members may not possess. The decision thus made by the staff on the basis of more complete information will be a better decision than it would be if made by specialists alone or by others without the contributions of the specialists.

All decisions must be made and policies formulated in the light of their effect upon the whole school. The various specialists from their own points of view cannot possibly see all these effects and cannot plan wisely for the school until they see their own fields in relation to others

and the effects of their ideas upon the pupil population as a whole.

Not only will specialists make their best contributions to school policies when they add their particular knowledge and experience to that of others but they will themselves gain perspective and will improve their contributions to teaching because of the broader point of view attained through the shared knowledge and experience of democratic cooperation.

The most important rôle of the teacher in democratic participation in school administration is the setting up of democratic conditions in the classroom. The greatest single reason for making a school more democratic is not to obtain more ideas for the administration, or to improve the teachers or to establish better harmony among staff members, important as these are. The most important reason is to set up a miniature democracy in the school

in order that pupils may live according to its principles and learn the processes of democratic living. This is in itself an educational objective. It is not to say that the school must carry the entire responsibility for training future citizens in democratic living but rather that the unique place of the schools in this important aspect of training be recognized.

The rôle of the teacher in the administration of the school is not vastly different from his rôle in the classroom as a teacher of children. In a well-coordinated school system the activities of all teaching, supervisory and administrative personnel are focused upon the development and adjustment of the pupils. The great diversity of their needs and the provision of a school program and procedures for serving them adequately call for many and varied tasks. Some of these deal directly with the guidance of pupils, the preparation of materials and the use of methods; others are somewhat more remote from the classroom, such as the provision of school housing facilities, supplies and equipment, employment of personnel, supervision and the like.

Children's Good the Common Aim

Teachers should not decide all questions of policy any more than should administrators, laymen or pupils. All that can reasonably be expected of teachers is that they make their contribution to the group thinking that enters into policy making. This will vary with individual teachers. Some will contribute to a larger extent than others, but no one person or group will seek to dominate the thinking of all.

There may, perhaps, be a fear on the part of administrators that if teachers are given a voice in administration the control of the school will pass into their hands. This fear may lead them to avoid all form of teacher participation or so to limit the teachers' part as to make it virtually ineffective. Such fear is entirely unwarranted in practice and is thoroughly undemocratic in principle. The shift in control from one or a small group of administrators to the entire personnel staff would be a wholesome change in administrative procedure and one that need cause no alarm on the part of administration since it is essentially a democratic procedure.

Pointers for Pupils on Buses

NOW that it is virtually impossible to replace school buses, drivers and pupils must work together to prevent their deterioration. Drivers are well aware of their part in this program, but children need to be better informed.

They have been told that they should not mark the paint, destroy the upholstery, write their names on the backs of seats or otherwise mutilate the buses. The fact that paints, fabrics and other materials and the manpower for making repairs are at a premium should be brought home to them.

In some communities, after taking children to school, buses are used for transporting war workers to and from plants. Suppose a seat handle, loosened by a prankster, suddenly comes off, causing a worker to fall and injure himself. This might disrupt an entire production program. It should be pointed out to the pupil that it is his duty to do nothing that might make buses unsafe.

In the interests of war-time economies, side trips and door-to-door stopping can no longer be done. The Office of Defense Transportation re-

quires that bus routes be rearranged on plans most economical for tires, gasoline and equipment. This may mean that children living within 2 miles of school will have to walk unless they are physically handicapped or are exposed to danger.

Unnecessary stops are wasteful. Most school buses have spaced stops at $\frac{1}{8}$ or $\frac{1}{4}$ mile intervals. Pupils should be on time at the stops assigned them. "Last minute rushers," who stop the bus after it is under way, and "road stragglers," who hail the bus when it comes along, are to be discouraged.

The use of local buses, streetcars and subways instead of school buses will effect savings also. If a community has adopted a staggered-hour system to help out the transportation problem and if the school has cooperated by changing its opening and closing hours, pupils must observe the new hours and use local transit facilities only at these times.

Dawdling in the morning, loitering around school or downtown after school hours upset the system and may interfere with the smooth flow of essential-worker traffic.

How the

RETIREMENT PROBLEM

Looks Today

HARRY N. ROSENFELD

Principal Attorney, Federal Security Agency

NO ONE school problem absorbed as much of the attention of the state legislatures meeting this year as did retirement or pensions. At least 37 of the 44 states holding legislative sessions passed some legislation on this subject, 13 of them adopting new or substantially new retirement laws, exceeding in scope the available space to describe them here in detail.¹

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Military Service.² At least 16 states provided for retirement credit for the period of military service. Definitions of "military service" vary with the states. Wisconsin has a broad eligibility, namely, persons in the Army, Navy, Marines, Coast Guard, or the related women's services, merchant marine and those who left to teach in such services as well as the overseas services of the Red Cross, U.S.O. and American Field Services. The Red Cross is included in Texas and in New York (if the person is on foreign service). California's provision includes the merchant marine.

Minnesota and Rhode Island cover any "essential" activity and South Carolina includes "work for the national defense." Maine has the curious coverage of "such classes of military or naval service as may be approved (by the retirement board)," while Georgia covers "other emergency war-time service of the United

States approved in advance by the board of trustees."

Some states, however, do not give full credit. If California teachers do not continue their contributions, the time of military service counts only for death benefits and in North Carolina full credit is given only to those who entered service between Sept. 16, 1940, and Feb. 17, 1941. Although the time does not count in South Carolina, it does not break the continuous ten year previous experience necessary for retirement eligibility. In Alabama, during military service, no benefit is payable except the return of contributions.

Some states require that soldier-teachers return within a specified period after honorable discharge, from two years in Florida and North Carolina, to one and one half in Alabama and six months in Rhode Island, or such period of time as the board may establish in Connecticut.

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Contributions. Two states, Alabama and Maine, forbid the withdrawal of contributions. Alabama, Florida, Nevada and North Dakota require the soldier-teacher to continue or make up the contributions for the period of service, while Georgia forbids teacher contributions. Connecticut and North Carolina authorize their authorities to permit contributions and New York permits certain of its teachers to continue not only their own but also the school board's contributions.

In Texas it is at the teacher's discretion to contribute. In Connecticut the board may continue its contributions and in California it must, if the teacher continues his. In Maine the school board, except in such cases as it decides contrariwise, must con-

tinue both its own and the teacher's contribution.

The contributions must be on the basis of the salary at the time of entrance into service in seven states (Alabama, Florida, Maine, Minnesota, Nevada, North Carolina and West Virginia), whereas in North Dakota the contribution is based on the salary received in the first year of resumed service.

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Reemployed Retired Teachers.³

Eight states have permitted retired teachers to return to teaching service for the duration although Arkansas alone mentions meeting qualifications. Five of them, Arkansas, North Carolina, Texas, West Virginia and Wyoming, specifically provide that such additional service does not count for additional retirement benefits although Wyoming does permit it to count if it totals more than five years. Illinois, on the other hand, permits all such extra service to count. Arkansas, Pennsylvania and West Virginia assure such teachers they shall suffer no loss by their return.

Four states (Arkansas, North Carolina, Texas and West Virginia) specifically forbid continued contributions and specifically forbid the continuance of the pension during the salaried period. New Mexico's attorney general, on the other hand, has ruled that the state law does not forbid receipt of both pension and salary in such instances except when the teacher has been retired for disability. West Virginia, furthermore, although forbidding the payment of

¹Ala. Gov. No. 61, 139; Ariz. Ch. 61; Calif. S.B. 322, 497; Colo. S.B. 32; Ga. Gov. No. 22, 373, 388; Kan. S.B. 32; Mo. H.B. 54, 178, 311, Ch. 54; Neb. Bill No. 28; Nev. A. 112; Okla. H.B. 397; Ore. Ch. 400; S.C. Gov. Act 241; Tenn. Priv. Acts, Ch. 130, 131; Wyo. Ch. 59.

²Statutes involved in this section are as follows: Ala. Gov. No. 61; Calif. S.B. 497; Conn. Ch. 171, 339; Fla. H.B. 251; Ga. Gov. Act 373; Me. Ch. 198; Minn. S.B. 348; Nev. A.B. 121; New York Ch. 351, 367; N.C. Ch. 207, 783; N.D. H.B. 98; R.I. H.B. 825; S.C. Gov. Act 241; Tex. Ch. 377; W. Va. H.B. 257; Wis. Ch. 309, 404.

³The following statutes are embraced in this section: Ark. Act 9; Ill. H.B. 70; N. Mex. Opin. Atty. Gen. No. 4246, 2/19/43; N.C. Ch. 200; Pa. Act 19; Texas Ch. 377; W. Va. Ch. 256; Wyo. Ch. 59.

pension while the teacher is reemployed, does continue the annuity portion of the allowance.

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Coverage.⁴ At least seven states increased the scope of retirement coverage. Arkansas covered in institutions of higher learning, while Washington's college system was expanded to include county agricultural agents, home demonstration agents, 4-H club agents and noncertificated employes of junior colleges. Illinois covered in employes of state institutions for the blind, deaf and so on, while Nevada included certificated employes of the retirement board itself. Maryland eliminated the necessity for a life certificate and made clerks of a specified county eligible for disability pensions.

Maine opened membership to school nurses and secretaries and to school superintendents in schools wholly or three fifths publicly supported and under public management. Florida made county superintendents eligible for disability retirement.

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Eligibility Requirements.⁵ Age requirements figured in four states. Nebraska established a compulsory 70 year retirement and permissive retirement at 60 years after thirty-five years of continuous employment by the district. Arkansas established its compulsory retirement age at 72, while Illinois reduced its age from 70 to 65 in cities over 250,000. New Mexico, on the other hand, eliminated its mandatory 70 year retirement provision. Illinois reduced the number of required years of state service in both service and disability retirement.

Nevada allowed service credit for out-of-state service, within limits, while Arkansas provided that only state service was to count hereafter for computing retirement benefits. North Carolina opened membership to those who, although not teaching at the time of the enactment of

the retirement law in 1941, were then 65 and had taught twenty years, provided they were, in the opinion of the trustees, without adequate means of support.

Additional requirements were established in some states. Illinois forbade eligibility to those with other public education employment or with eligibility in other school retirement systems, while Nebraska authorized boards of education to set maximum entrance ages for admission into the retirement system.

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Benefits.⁶ The amount of allowances has attracted considerable legislative attention. In age retirements, Illinois now allows a base of three fifths of the maximum salary, Connecticut up to 70 per cent of the average annual salary, Kansas one half (not one third) of the average salary and Florida a base of \$1500 instead of \$1200.

Nebraska adopted schedules for allowances varying with length of service. Massachusetts makes the old mortality table govern benefit amounts until July 1945. North Carolina requires the deduction from Hanover County retirement allowances of amounts available under the state system.

In disability retirements, Illinois sets a minimum of \$400 annually for those reaching 50 who have served twenty-five years, while Arkansas establishes a \$300 minimum regardless of outside earnings. Michigan allows a proportionate raising of disability allowances with years of service and Ohio guarantees to a teacher returning from disability, who must again retire for disability, at least the allowance paid on the first disability retirement.

When death occurs after retirement, Nebraska fixes the amount of the death benefit as the difference between the total contributions and the allowances already paid out, without interest. Illinois provides for monthly payments henceforth, instead of quarterly ones, and Wisconsin permits the beneficiary to choose a lump sum rather than monthly payments and also provides

for greater flexibility in designation of a number of beneficiaries.

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Fiscal and Administrative Pattern.⁷

The rate of contributions has been affected in some states. Connecticut established a minimum of \$35 per year and both Connecticut and Massachusetts abolished previous exemptions from contributions for persons who had contributed more than thirty years. Nebraska reduced the contribution rate from 5 per cent to from 3 to 5 per cent on the first \$3000, with authority in the board to raise it to 5 per cent after five years. Kansas eliminated the necessity of a minimum contribution.

Maine changed the interest rate from 4 per cent to "compound interest at such rate as may be determined by the retirement board." Two states increased the size of the retirement board to make room for more school people, Arkansas by two elected teachers and Pennsylvania to include the executive secretary of the state School Directors Association.

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Social Security.⁸ At least five legislatures have been contemplating the possibility of coverage of teachers under the federal Social Security Act. Montana and Oregon presented formal memorials to the Congress and the President of the United States, requesting extension of the Social Security Act to embrace teachers. Arizona provided that its retirement act would terminate if the federal old age and survivors' insurance program should cover teachers and allowed its teachers to recover the amount of their accumulated contributions.

Nebraska, likewise, provided for adjustment of both public and teachers' contributions in the event of social security coverage. Nevada made its retirement act inapplicable to any teacher covered under the Social Security Act and required the diminution of any state retirement allowance by the amount of any social security benefit so received.

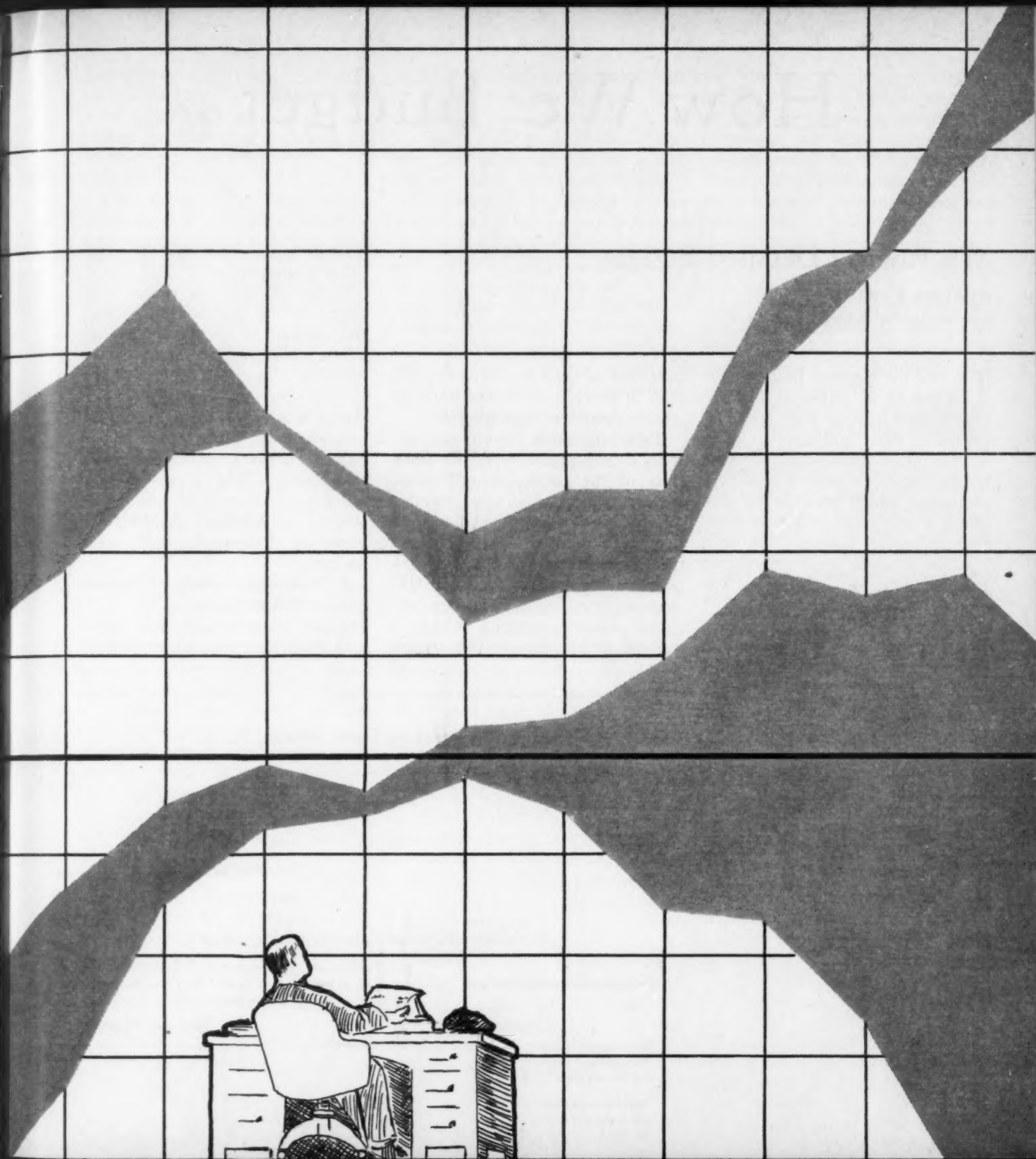
⁴The following statutes are involved in this section: Fla. S.B. 61; Ill. H.B. 70; Md. Ch. 392; Me. S.B. 144; Nev. A.B. 121; Vt. Temp. 128; Wash. Ch. 116, 262.

⁵The following statutes are involved in this section: Ark. Act 258; Ill. H.B. 70, 543; Neb. No. 211; Nev. A.B. 121; N. Mex. Ch. 51; N.C. Ch. 200.

⁶Applicable statutes to this section: Ark. Act 258; Conn. Ch. 339; Fla. S.B. 458; Ill. H.B. 70; Kan. S.B. 184; Mass. Ch. 496; Mich. Act 28; Neb. No. 211; N.C. Ch. 206; Ohio S.B. 245; Wis. Ch. 404.

⁷Statutes included in this section: Ark. Act 258; Conn. Ch. 339; Kan. S.B. 184; Me. Ch. 59; Mass. Ch. 498; Neb. No. 211; N.J. Ch. 180; Pa. Act 351.

⁸Applicable statutes: Ariz. Ch. 61; Mont. H.J. Mem. No. 1; Neb. Bill 28, 211; Nev. A.B. 112; Ore. S.J. Mem. 4.



FINANCE

How We Budget

We Favor a Detailed Budget

CLAUDE L. KULP

Superintendent of Schools, Ithaca, N. Y.

IN 1937 the Regents' Inquiry committee on the character and cost of education in New York State was invited to study budgetary practices in the Ithaca public schools. As a result, Ithaca adopted a new type of budget which presents the estimated expenditures in greater detail than did earlier budgets. Ten years ago, for example, eight typewritten pages sufficed for the budget. The 1943-44 budget requires 38 pages.

Accounting by school units is the feature of the new system. Budget appropriations are grouped under eight major functional headings. They are: board of education; administration; instruction; plant operation, maintenance and replacement; special pupil and community services; current expenditures not otherwise classified; plant extension, and retirement of debt.

These classifications are further divided and subdivided and are identified by function, object and school or department, making a total of more than 300 expenditure classification accounts. Earlier budgets had less than 100 classifications.

After five years' experience with the more detailed type of budget, we favor it without reservation over the shorter, more general form. We believe it has at least three values which justify the additional work involved in its preparation and use as follows:

1. It provides more accurate cost figures.

Each expenditure is coded to indicate its nature and the school or department against which it is to be charged. This includes everything from costs of administration, supervision and instruction to fuel, repairs, maintenance and supplies. Thus it is possible to determine per pupil costs in the health school or in the kindergartens or in industrial

arts classes quickly and accurately.

2. It provides easier and more accurate control of expenditures.

Each requisition for services, supplies or equipment bears the signature of the responsible supervisor, principal, director or other member of the school staff. The coded system of accounting quickly reveals the status of the particular subdivision of the budget on which the requisition is drawn. If an unencumbered balance remains, which is judged to be adequate for the re-

mainder of the fiscal year, the requisition is approved.

Budget controls are further simplified by the fact that each school and department has its own budget which is broken down into subappropriations for supplies, equipment and certain types of services. Under this system it is impossible to exceed the amount of a given appropriation unless new funds are made available from some other source. Several times each year school officers are advised in writing regarding the status of departmental and other budgets.

3. It develops a budget consciousness in staff members.

Under our new plan, each school and department has its own budget

Budget Preparation Form, Ithaca, N. Y.

Space for Business Office
Code \$

Date

Dept. or Subject

School

Submitted by

Examined and approved by Principal

ESTIMATED NEEDS FOR COMING SCHOOL YEAR

I—Supplies and Services

	Estimate	*Code
Stockroom—total requisition from list of supplies \$		
Special—supplies not regularly kept in stock..... \$		
Work books..... \$		
Weekly readers.. \$		
Total supplies..... \$		
Stamps, stamped envelopes \$		
Assistants \$		
Miscellaneous (describe) \$		

*Code columns for Business Office

II—Furniture, Apparatus and Equipment (Include explanation of need. Attach separate statement if necessary)

	Estimate	*Code
a. Repairs \$		
b. Replacement of old \$		
c. New and additional \$		

for supplies, including stockroom and special supplies, work books and weekly readers, and also its own budget for furniture, apparatus and equipment, including repairs, replacement, new equipment.

Each principal, supervisor and director receives a form on which he presents the estimated budget needs of his staff and pupils for the next fiscal year. A covering letter provides the necessary directions for the preparation of estimates. These estimate blanks are studied carefully in the central administrative offices and returned to those who submitted them with approval indicated or

with the increases or decreases noted.

The effect of this plan has been to develop a cooperative attitude on the part of the staff which did not exist before in the field of school finance. Each department or school head takes pride in building his own budget and in administering it so as to complete the year without asking for additional funds. Many take pride in ending the year with a balance. If there were no other values in a detailed budget, the development of budget consciousness, through participation in budget building and administration, would alone justify its adoption.

Planning a County School Budget

JUDSON B. WALKER

Superintendent of Schools, Orange County, Florida

UNTIL 1933, when I assumed the superintendency of the school system of Orange County, Florida, little attention had been given to detailed planning of school expenditures although the spending of approximately \$750,000 annually was involved. Furthermore, little effort had been made to keep expenditures within budgeted amounts. As a result, teachers' salaries were in arrears, budgets had been overspent and bills had been outstanding for months.

The one great need of the school system was a balanced financial program. In planning this, we took into our confidence local school trustees, principals, teachers, bus drivers and building caretakers. We realized that if anyone knew our school needs these people did.

Our staff at once set out to collect information in detail concerning (1)

school needs, (2) school expenditures and (3) school income. These facts were carefully classified and charted. They enabled us to prepare our first budget for the entire county system in detail in the summer of 1933. Since that time we have adhered strictly to a budget covering expenditures for each classification of school need for the entire county system.

This information has been charted for each of the last ten years, so that we are able to determine at a glance exactly to a penny the amount spent in any year for each classified need. This information is a great stabilizer in our financial planning.

During the same period we have gathered information also regarding sources of school income, which enables us to know how much we will have for the next year according to funds received in past years.

All financial transactions connected with bonded indebtedness are handled by the county government; therefore, such items do not appear on the annual district form. Nevertheless, local school authorities need to be aware of probable interest and redemption costs resulting from bonded indebtedness in order to estimate the total tax burden likely to fall upon the district.

In making a budget certainly teachers, administrators and other employees should be consulted as to probable needs and conferences may need to be held concerning some of the larger items, but the person directly responsible for the submission and general administration of the budget must supply the perspective and master plan therefor.

In planning cost estimates certain basic items will constitute a large portion of anticipated expenditures. These are salaries of certified employees, minimum costs of operation and maintenance and fixed charges, such as insurance, retirement and special assessments. These needs having been determined, the other items may be brought together and the whole should then be adjusted to the available funds.

The Eureka High School current expenditure budget contains seven main items and 25 subitems; that for the elementary district, the same number of main headings and 24 subheadings. We have found this a sufficiently detailed breakdown for our needs.

Teachers and most of the noncertificated personnel in Eureka are paid on a twelve month basis. Much maintenance work is done during the summer vacation and supplies are usually paid for in the late summer. Therefore, because district receipts do not come in until late fall or early winter, rather large working balances need to be carried. These conditions exist in many districts and may require some explaining to taxpayers who do not immediately comprehend the reasons for them.

We have found it advisable to set up a simple control system that keeps before us on our books the relationship between budget item totals for the year and expenditures to date; also, between receipts and total expenditures. A condensed monthly statement is made up for study by the superintendent of schools and the board of education.

School Budgets for a City of 25,000

J. WARREN AYER

Formerly, Superintendent, Public Schools
Eureka, Calif.

THE Eureka city school district, embracing the corporate limits of the city and some contiguous territory, has a population of about 25,000 and a school population, exclusive of some 2500 enrollees in the adult education department, of approximately 3000.

The California constitution provides for separate organizations of elementary and secondary education and, therefore, requires that separate budgets be set up for each. Also, the state code specifies in considerable detail the classifications and breakdown of the annual school budget.

A special form or purchase order, an employe's purchase request form and warehouse requisition are used in this control of stocks and expenditures.

We believe that in a city of the size of Eureka the annual school budget should possess the following characteristics: (1) it should provide as amply as possible for the basic requirements of education; (2) it

should furnish a workable master plan of expenditures; (3) it should be detailed enough to serve as a basis for analysis and reasonably accurate estimates of the costs of all services; (4) it should be the product of the study of individuals qualified to balance costs against genuine educational needs; (5) it should provide necessary working balances for the early part of the succeeding year.

graphed form for the trustees. This shows the status of the bonds for which the district is responsible; a comparison of appropriations with actual expenditures; a comparison of actual receipts with those anticipated the year before; the estimated budget for the succeeding year; the amount of money estimated to be received from sources other than local taxes for the next year, and such other explanations as may be necessary.

This is followed by the treasurer's report, including one on special funds, and lastly the report of the clerk.

Budget Policies of a City District

J. L. GOINS

Superintendent, Public Schools
Cheyenne, Wyo.

THE buying procedures of School District No. 1 in Cheyenne, Wyo., are as follows:

1. All purchases are bought on requisition, which is approved by the superintendent of schools.

2. Purchases in excess of \$100 on a single item are advertised for bids.

3. Calls for bids are published in a local newspaper.

4. In some cases firms known to be interested in bidding on certain articles are notified by the superintendent as to when such bids will be made. Specifications are furnished to any responsible bidder upon request. When bids are received, they are tabulated and the bid goes to the lowest responsible bidder. Local business men are given an advantage of 5 per cent on purchases. On all calls for bids the rights are reserved to reject any or all bids submitted if quotations do not mention articles that are the equivalent of the ones specified.

Fuel is always purchased locally but local dealers are required to submit bids on it.

An itemized estimate of the proposed expenditures of the school district for the year is published in local newspapers and is posted on the doors of the school buildings.

Around May 1, the superintendent submits to the board of trustees data supporting requests in his budget for the year.

At the time of the school board election held on Monday following the third Saturday in June of each year, at which one third of the members of the board of trustees are elected annually, the superintendent presents his annual report in mimeo-

Portion of a Comparative Statement of Expenditures in Schools of Cheyenne, Wyo.

		1940-41	1941-42	May 1	Suggested
GENERAL CONTROL		Expenditures	Expenditures	1942-43	Appropriation
				Expenditures	1943-44
2-1	School election	\$ 107.40	\$ 102.90	\$ 71.60	\$ 130.00
2-2	Bd. ed. & sal.	1,330.00	1,381.00	1,150.00	1,500.00
2-3	Bd. ed.—sup.	64.65	194.40	22.97	100.00
2-4	Business dept.	1,065.54	1,003.71	773.17	1,000.00
2-6	Oth. exp.—bus. con.	231.80	209.17	196.21	250.00
2-7	Supt. of.—sal.	6,526.16	6,976.36	5,936.39	7,500.00
2-8	Supt. of.—sup.	660.31	467.76	404.70	500.00
2-9	Supt. of.—exp.	188.27	93.06	92.96	250.00
2-10	Comp. ed.—sal.	500.00	471.09	560.00	720.00
2-11	Comp. ed.—sup.	40.80	56.95	41.23	50.00
2-14	Oth. exp.—ed. con.				
2-15	TOTAL	\$ 10,714.93	\$ 10,956.40	\$ 9,249.23	\$ 12,000.00
INSTRUCTIONAL SERVICE					
3-1	Supv.—sal.	\$ 4,177.00	\$ 4,840.00	\$ 3,980.00	\$ 4,500.00
3-2	Supv.—oth. exp.	30.00	5.00		50.00
3-3	Prin. of.—sal.	15,643.00	16,320.00	13,440.00	17,000.00
3-4	Pr. of.—clk. sal.	6,387.80	7,038.71	5,892.88	8,000.00
3-5	Pr. of.—sup.	1,005.38	1,097.01	890.94	1,000.00
3-6	Kdg.—tch.—sal.	6,623.20	7,613.50	7,542.26	10,000.00
3-7	JHS tch.—sal.	61,561.59	65,453.20	55,561.50	72,000.00
3-8	Adult Educ.	14,342.26	15,379.33	8,120.41	9,000.00
3-9	Elem. tch.—sal.	98,491.23	104,550.45	95,490.06	126,000.00
3-10	Textbooks	5,127.25	7,180.24	5,232.29	5,000.00
3-11	Instru. sup.	9,665.87	10,723.62	9,013.92	9,000.00
3-12	Com. ex. & exh.	273.50	299.50	303.85	300.00
3-13	SHS tch.—sal.	66,322.55	68,770.35	56,608.17	70,000.00
3-14	Oth. exp.—films	352.89	371.36	223.23	300.00
3-15	TOTAL	\$290,003.52	\$309,642.27	\$262,299.51	\$332,150.00

Budget Action in an Ohio City

MERRILL M. BERRY

Superintendent of Schools, Chillicothe, Ohio

IN OHIO the steps in the school budget making are as follows:

1. In early July the superintendent of schools prepares "an estimate of contemplated revenues and expenditures for the ensuing fiscal year in such form as shall be prescribed by the taxing authorities." This budget

is passed in its preliminary form.

2. The budget is advertised and two copies are placed in the clerk's office for ten days prior to a public hearing held around July 15. Final board adoption then takes place.

3. On or before July 20 the budget is submitted to the county budget

commission made up of the auditor, treasurer and prosecuting attorney.

4. The budget commission may revise a budget only if levies are not properly authorized or if requested expenditures exceed available revenues. Otherwise it passes the budget unchanged, fixes levies according to law and sends an "official certification of estimated revenues" to the board requesting the budget.

5. Any board that is dissatisfied with the budget commission's action may appeal its case to the state tax commission.

No further action is taken upon the budget until after January 1 when a measure known as the "annual appropriation resolution" must be passed by the board. This is based upon receipts certified to the board by the county auditor. It itemizes contemplated expenditures in greater detail than did the budget.

The official Ohio budget form, filled out by local school heads and filed with their county budget commissions in duplicate, is an eight page document. The first page summarizes the amount of monies required, listing the source from which they shall come, and enumerates maximum authorized levies. The upper half of page two itemizes receipt sources based upon (1) actual receipts two years ago, (2) actual receipts one year ago, (3) partly actual and partly estimated receipts for the current year and (4) estimated receipts for the next year.

The other half of the page lists items of expenditure in the general fund under such major subdivisions as administration, instruction, coordinate activities, other auxiliary services, maintenance of school plant, operation of school plant. Each is further broken down.

The remaining pages of the budget form contain a breakdown of estimated receipts and expenditures itemized for such funds as sinking, bond retirement and improvement.

Two difficulties are experienced in Ohio in respect to making budgets: (1) they must be prepared too far ahead of the time at which they are to be used (nearly six months); (2) the fiscal year and the school year do not coincide.

The appropriation resolution referred to is a valuable guide to school officials in budget preparation because it contains a more detailed breakdown of items. For example:

the budget item "auxiliary agencies" has only three subdivisions on the budget form—personal service, permanent improvement and other expenses.

These detailed items are accurate and reliable guides because they are based upon expenditures in each category and subitem of the previous year. They are then modified to meet changed needs.

It is desirable to use the "item plan," even though the items are general in nature, because: (1) it conveys the impression that thought

and planning have gone into the budget's preparation; (2) it enables school officials better to defend and explain changes made in the budget since the preceding year; (3) it helps to keep the budget properly proportioned as to item allowances.

Once a budget has been allowed and monies have been appropriated, the amounts set up in the major items are adhered to carefully. It is unlawful in Ohio to make expenditures beyond the sum appropriated in any fund but it is permissible to transfer sums.

1944 Budget for Chillicothe, Ohio, Schools

General Fund (Operation)

RECEIPTS

General property tax (from local property levy)	\$177,879.17
School Foundation (from State Treasury based on average daily attendance)	122,829.83
Foreign tuition	1,000.00
Other, nonrevenue receipts	3,000.00
Library	7,500.00
Special classes, from State Treasury	4,000.00
Total receipts	<u>316,209.00</u>

EXPENDITURES

Administration

Personal services	8,000.00
Other expense	500.00

Instruction

Personal services	220,000.00
Other expense	22,000.00

Coordinate Activities

Personal services	6,000.00
-------------------	----------

School Libraries

Personal services	3,000.00
Other expense	4,500.00

Other Auxiliary Agencies

Personal services	300.00
Other expense	10,000.00

Operation of School Plant

Personal services	19,000.00
Other expense	11,000.00

Maintenance of School Plant

Personal services	1,000.00
Permanent improvements	6,409.00
Other expense	4,500.00

Total general fund expenditures	<u>\$316,209.00</u>
---------------------------------	---------------------

Bond Retirement Fund (Debt)

RECEIPTS

Estimated balance January 1, 1944	\$ 17,491.53
General property tax	52,317.40
Total receipts and balance	69,808.93

EXPENDITURES

Redemption of serial bonds, notes and certificates	43,000.00
Interest on serial bonds, notes and certificates	10,510.00
Total expenditures	<u>\$ 53,510.00</u>

* * *

Budget requirements for the general fund for 1944 (operation)	\$316,209.00
Budget requirements for the bond fund (debt) for 1944	53,510.00
Total budget for 1944	<u>\$369,719.00</u>

Budget Control of Instructional Supplies

THE problem of budgeting for instructional supplies in the public schools at Ann Arbor, Mich., is handled by using the per pupil allotment method. After checking costs for a period of years, the board of education, upon recommendation by the administrative staff, established definite policies on a per pupil basis.

In the elementary school there are seven categories of expenses: physical education, music, library, tests and readers, office, general instruction supplies and miscellaneous. A certain amount is allowed per pupil

for each category and is allocated on the basis of estimated membership as of October 1 of the next year.

This membership is estimated by the principal of each school in co-operation with the child accounting department. After determining the per pupil allotment and the estimated membership, it is a simple matter of arithmetic to budget expenses for instructional supplies for each school.

In the junior and senior high schools there are also seven categories but, in addition, general instructional supply groups must be broken down

C. C. CRAWFORD

Assistant Superintendent, Public Schools
Ann Arbor, Mich.

for various departments. The principal, in conjunction with his teaching staff, determines the various allocations to departments; for example, a senior high school is allowed \$2 per pupil for instructional supplies and has an estimated membership of 1000. A total, then, of \$2000 for supplies can be divided among the de-

Public Schools of the City of Ann Arbor										DIVISION		CODE	
APPROPRIATIONS LEDGER										Instruction		2-2203	
										ACTIVITY		ACCOUNT	
										Elementary		Educational Supplies-Mack	
										SUB ACTIVITY			
Date	Folio	Appro. Dr.	Appro. Cr.	Receipt Cr.	Dept. Trans. Cr.	Balance	Date	Folio	Appro. Dr.	Appro. Cr.	Receipt Cr.	Dept. Trans. Cr.	Balance
July 1942	2866		70475			70475							
Nov	2882		21400			91875							
												B.B.F.	91875
PAYMENTS						CASH-BALANCE	PAYMENTS						CASH-BALANCE
Date	Voucher Number	Salaries	Supplies	Other Expenses	Total		Date	Voucher Number	Salaries	Supplies	Other Expenses	Total	
Totals and Bal. For'd							Totals and Bal. For'd						
		Classroom Library		Tests &			Physical		Total		Misc.		
		Supplies Books		Readers			Education		Supplies		Expense		
1942	Amt. Apr.	42400	10980	6360	21400			10735					
Sept.	74857		492										
	74940			789									
	DT 10				08								
	DT 10		1067										68119
Oct.	75383				167								
	75384				4070								
	75331		400										
	DT 24		19634		32			4618					39198
Nov.	75999		318										
	76000		58										
	76149		56										
	DT 31		60										60106
Dec.	76601			2939									
	76604			79									
	76605		158										
	76743		212										
	DT 38		1058			4647							51013
1943	Jan.	77243	58										
	77360		72										
	77377			148									
	DT 46		1397										49339

partments in any manner that the principal and the faculty determine. This amount may vary from year to year as experience and curriculum changes dictate. The business office uses this estimate in the appropriation or budget ledger.

Control of accounts is kept through the use of the budget ledger. A requisition for materials may originate with the teacher or the principal but must always be signed by the principal who keeps duplicate copies of all requisitions.

The original requisitions are sent to the business office for approval before being filled either from the stockroom or by purchase order. If filled by order, the requisition is priced and sent back to the principal. If filled from the stockroom, the requisition goes to the bookkeeper as a department transfer and is debited against the correct instructional supply account. The principal has a price list of items kept in stock to eliminate sending the priced requisition from the stockroom back to his office.

At the end of each month a report as to the balances in each category and department is sent to the principal of each school. In the junior

BUDGET REPORT TO H.S. PRINCIPAL MONTH ENDING <u>MAY 31, 1943</u>							Disbursements
Account	Code	Receipts				Net Receipts	
		Other Receipts	Lab Fee Receipts	Less Refunds			
Aviation	2-4239	1.90				1.90	50.87
Art	2-4251						148.88
Biology	2-4233	.35	308.00	6.00	302.35		67.78
Bookg. & Acct'ing	2-4261		270.00	28.50	241.50		227.14
Chemistry	2-4234	6.89	468.50	23.28	452.11		290.37
Civics	2-4240	15.10			15.10		119.87
Clothing	2-4256						
Com. Geography	2-4280						5.18
Commercial Law	2-4267						31.99
Consumer Economics	2-4255						
English	2-4221						66.62
French	2-4222	.50	8.50	.25	8.75		8.12
German	2-4224						
Health & Phys. Ed.	2-4210						870.18
Home Economics	2-4266						223.19
Industrial Arts	2-4264	19.42	325.00	33.68	310.76		1,136.08
Instrumental Music	2-4252						288.27
Int. to Business	2-4268		75.50	1.50	74.00		84.66
Latin	2-4223						1.80
Mathematics	2-4231						7.55
Mechanical Drawing	2-4264						
Office Practice	2-4262	5.85	118.00	4.00	120.85		157.41
Orientation	2-4212	5.00	103.50	3.50	105.00		69.61
Personal Management	2-4257						
Photography	2-4236	5.23			5.23		8.61
Physics	2-4235		175.00	11.17	164.83		47.74
Printing	2-4265						15.64
Senior Science	2-4237		218.00	15.75	202.25		137.08
Shorthand	2-4269		44.50	8.88	35.62		41.00
Social Studies	2-4240						
Typing	2-4263						186.06
Unified Senior Stud.	2-4213	2.50			2.50		26.35
Vocal Music	2-4253						128.17
Voc. Guid. & Plac.	2-4215						20.32
General Supplies	2-4270	10.96			10.96		891.16
Spanish	2-4225						2.55
Stagecraft	2-4269						9.06
Totals		72.70	2,116.50	131.43	2,057.77		4,866.62
Budget Appropriation				\$3,088.00			
Net Receipts				2,057.77			
				5,095.77			
Less Disbursements				4,866.62			
Total Expendable				\$ 229.15			

A monthly budget report is of further help in keeping within amounts assigned to a school.

A monthly report on the balances in each classification shows principals where they stand.

From the Finance Office			Date <u>June 2, 1943</u>
Appropriation Ledger Balances as of <u>June 1, 1943</u>			
School <u>Maack</u>			
Account	Code	Balance	
Classroom Supplies	2-2203	113.03	
Library Books		15.45	
Music Supplies		12.61	
Tests & Readers		128.76	
Physical Education		52.85	
TOTAL BALANCE		\$ 322.70	
Elementary Fee	O-1120M	235.62	

and senior high schools this report is broken down into departmental divisions. The assistant superintendent in charge of school finances who approves the requisitions also receives a copy of the monthly report. A principal has the privilege of overspending in one category or department as long as his total for instructional supplies remains in the black.

This is not a foolproof method of budget control because of the leeway given to a principal. However, because of the varied activity program in Ann Arbor's schools it is impossible to determine per pupil allotment in any more detail.

Our budget must allow for both control and flexibility. If a budget policy based on per pupil allotment is found to be excessive or insufficient the fault can readily be changed by the board of education. Our monthly report provides a check on overspending and it has been found that a principal rarely lacks for funds to finish the school year.

Local *versus* Open Market Buying

SALISBURY, NORTH CAROLINA

J. H. KNOX

Superintendent of Schools

THE North Carolina public school system is supported principally by the state government through tax funds levied by the general assembly. The state educational authorities have established the basic educational standards and provide funds for the operation of the state-wide minimum program. Administration and supervision of schools are the responsibility of the local school systems, called units, within the general state-wide educational framework. The state department of public instruction provides assistance and advice upon requests received from the school units.

Supplies and equipment for schools are purchased by local school units through contracts applying to all schools, state agencies and institutions. The state division of purchase and contract, established by the general assembly in 1931, is responsible for determining available sources of supply, obtaining competitive bids, establishing and checking specifications, awarding contracts and giving information necessary for placing orders to the 167 school systems in the state—100 county school units and 67 city school units.

North Carolina law provides that all supplies and equipment shall be

purchased through state contracts, when they exist, both for services for which funds are provided by the state and for those for which supplementary funds are provided from local sources. Many school units have voted supplementary school taxes to provide better and additional educational services beyond the state-wide minimum program.

Names of successful bidders are sent to all school units in the form of contract certifications which are kept in loose-leaf binders in local school offices and are revised as new contracts become effective.

Two types of contracts are usually awarded: fixed quantity and term. Most purchasing in the public schools is done by utilizing the latter type. A term contract is made for a definite period of time. The quantities are not fixed but are estimated on the basis of the approximate requirements of all schools and other state agencies eligible to purchase under its provisions.

Local school authorities are expected to purchase to the best advantage possible when no contract has been made to cover particular items.

The usual procedure of purchase in the Salisbury schools is as follows:

1. A need for a certain supply or equipment item is established.
2. The book of certifications is consulted and the successful bidder disclosed. (Usually several items are available on contract making possible a choice for the particular service or school need.)
3. The order is placed with the successful bidder by the superintendent of schools or his representative.
4. The bidder fills the order, then sends the invoice to the Salisbury city schools.
5. Payment is made by the local school system according to terms of the state-wide contract after the order has been filled satisfactorily.

The state division of purchase and contract is in a position to make necessary tests to determine relative merits of supply and equipment

STATE OF NORTH CAROLINA DIVISION OF PURCHASE AND CONTRACT RALEIGH

NO. 620
TURPENTINE

CONTRACTOR: GEORGIA PINE TURPENTINE CO., FAYETTEVILLE, N. C.

ITEMS: TURPENTINE FOR PAINT

DISTRIBUTOR: CONTRACTOR DIRECT

EFFECTIVE: SEPTEMBER 1, 1942,
SEPTEMBER 1, 1943
(CANCELLABLE)

TRANSPORTATION: PREPAID ON 100 LBS.
OR MORE

CONTRACT NO: 2244

PAYMENT: WITHIN THIRTY DAYS

DISPLACES OLD NO: 2101

TERMS: 1%—10; 1/2%—15; 1/4%—20 DAYS

BID NO: 42301

PRICES AND DESCRIPTIONS AS BELOW:

DATE OF BID: AUGUST 6, 1942

TURPENTINE FOR PAINT:

Conforms to the requirements of Federal Specifications LLL-T-791a, or LLL-T-792, Turpentine for Paint. This material is destructively distilled wood turpentine and is suitable for all types of paint requiring thinning with turpentine.

In 5 gallon containers	PER GALLON	\$	Shipping Weight
30 " "	" "	.74	39 lbs.
30 " "	" "	.53*	250 "
50-55 " "	" "	.48*	440 "

*Drums to remain the property of the contractor, and a deposit of \$6.00 each is required on drum containers, returnable for full credit, freight collect.

DIVISION OF PURCHASE AND CONTRACT,
W. Z. BETTS, DIRECTOR
CRAYON C. EFIRD, ASST. DIRECTOR.

A contract certification of the successful bidder on turpentine furnished schools by the state for use in purchasing this product.

The local school system and the state obtain the advantage of lower prices resulting from a large statewide volume of purchases. This volume is large because not only the 167 school units but also other state agencies and institutions purchase through state contracts. Although no definite figures are available, it is probable that purchases made on this scale have saved citizens many thou-

Established policies reveal that whenever a saving can be made through the purchase of comparable

Experience with the present system in Salisbury has been highly satisfactory. New items are added when the demand or quantity justifies them.

Present difficulties with the scarcity of supplies, prevailing restrictions and regulations and the present "seller's market" are adding new problems. However, it is predicted that the present system will continue to increase in value to the state and its agencies as these problems are solved.

Superintendent, Independent School District

We believe, in general, that our obligation to our local merchants transcends our obligation to out-of-town distributors and we believe in cooperating fully with the former. The extent of this cooperation depends largely on the local merchant himself, however. If he is the type who insists that the district buy everything in his line from him at a fixed margin of profit regardless of whether or not he renders any service or his price and quality are in line, he creates a situation that makes it difficult, if not impossible, for the school purchasing department to operate efficiently.

The other type of local merchant is the one who uses his experience and ability to help the district find the right article at the right price. He is willing to compete with others in quoting prices on carefully prepared specifications. This usually produces prices that compare favorably with those obtained in open market bidding.

The volume resulting when a local merchant combines a school district order with one for his own business often obtains a price that neither would receive separately.

It stands to reason that a local merchant who does careful buying can deliver goods to the school storeroom at a lower price than out-of-city concerns that have to pay either salaries or heavy commissions
(Continued on next page)

Form No. 1R 2M oct. 12-42

Supplies and Purchase Requisition

FREMONT CITY BOARD OF EDUCATION

FREMONT, OHIO

No 1856 C

To ADMINISTRATION OFFICES, THE GUSDORF BUILDING.

104

Deliver to Room No.

School

Approved by	Quantity	DESCRIPTION	Size or No.	Date Delivered	Received by
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

For Office Use Only		
At	Total	Stock Re Balance

Can be returned from	Purpose for Use	Job No.
When wanted	Signature	

Ordered From
School Dept. Room No.
Job No. Acct. No. O. C.

Make All Requisitions In Duplicate. Send Both Original and Duplicate to Office.

Requisition form for purchases used by the Fremont, Ohio, schools.

[illegible]

Purchase record form used in Fremont. Local purchasing is favored.

and expense money to salesmen.

A number of items used by schools are handled exclusively by out-of-city distributors who refuse to sell through local merchants because they believe in taking their article direct to the consumer to ensure freshness of stock and to keep him instructed in the proper use of their materials. It is sometimes necessary to buy from this type of distributor in order to obtain the desired quality of merchandise.

There are also items of a technical nature, not carried by local merchants, which the board buys on the

open market, such as science apparatus and supplies. Competitive bidding in an open market on these items ensures a satisfactory price.

In any school district the local merchants who sell to schools probably represent less than 5 per cent of the taxpayers of the district from the standpoint of both number and amount of taxes paid. It is obviously unfair to the other 95 per cent to divert to the 5 per cent any of the tax funds that the latter have not earned by worth-while service, although it is sometimes difficult to convince the local merchant of this.

ALBUQUERQUE, N. M.

JOHN MILNE

Superintendent of Schools

THE New Mexico state law provides that "purchases . . . for materials . . . which involve the expenditure at any one time of more than \$500 shall be made or entered into only after notice that bids will be received at a time and place designated in the notice has been published for at least once each week for two consecutive weeks in a newspaper of general circulation in the county in which the purchaser is located."

Another section of the state law provides that "all purchases of goods made by any purchaser shall be from manufacturers, distributors or retail establishments having or maintaining in the regular course of business merchandise inventories within the state upon which taxes are paid, provided, however, where no facilities are available for the purchase of any particular goods within the state or where the same may be purchased at a saving of more than 5 per cent, such goods may be purchased outside of the state.

"The provisions of this section shall not apply to any purchase in which the United States is interested involving the expenditure of federal funds."

The law need not be followed when "it is necessary for the preservation or safeguard of life and property to make an expenditure exceeding \$500 before the time required for publication of notice for bids as herein provided, such boards, commissioners or governing bodies may by resolution unanimously passed declare that such an emergency exists and make the necessary purchase, if otherwise permitted by law, without publication of such notice, but in such event the purchaser shall obtain at least three written bids as herein provided for purchases involving more than \$200 but less than \$500."

Otherwise, no restrictions are placed on school officials and purchases may be made under such rules and regulations of local boards as are deemed necessary.

FREMONT, OHIO

C. F. WALTON

Clerk-Treasurer, City Board of Education

OUR policy in buying maintenance, operating and educational supplies is to buy locally if we can get the desired quality and are not compelled to pay a price much

in excess of what we would pay elsewhere.

We have expressed to some of the local merchants our opinion that in purchasing supplies we must con-

sider the 20,000 other taxpayers in the district as well as the local seller. If we can buy a product of equal quality for less money from vendors outside the district, it is our duty to do so.

Many educational supplies cannot be bought locally. Textbooks, reference books and library books are, of course, not bought on a competitive price basis. Other educational supplies, such as papers, inks and pastes, are bought on the basis of price. In my opinion, the best buying policy is to use common sense and purchase items of good quality, forgetting about minute purchasing specifications. Only large buyers can profitably spend the time to set up specifications and afterward check the purchases to see that vendors have complied with them.

Our purchases are made only on requisition approved by responsible executives. If an employee—whether teacher or custodian—wants certain supplies, he sends in a requisition to the office of the clerk-treasurer of the board, who checks all requisitions for correctness of form. Those requiring the approval of the superintendent are turned over to him. The clerk approves those within his province. Then, if the supplies requested are not in stock, a purchase is made, usually on quotation.

The purchase order is in quadruplicate, the vendor receiving the original copy, the second copy being retained in the office of the clerk-treasurer, the third copy being inserted in a purchase record book and the fourth, which does not show a price, serving as the receiving record. All purchases must show that they have been received, who received them and the date they were received.

After they are checked into the receiving room in the administration building, they are sent out to the various buildings with the requisition for their purchase. The teacher or custodian who receives the supplies must sign for them. The requisition then comes back to the office where one copy is attached to the invoice and the other is filed for reference.

A combined purchase and disbursement record, which in reality is a continuing inventory, is kept in the office of the clerk-treasurer. From this record costs can be ascertained as well as the amounts of various items in stock.

Is Your Fire Insurance Too Costly?

Fire loss experience of two cities raises this question

IN RECENT years numerous studies have shown wide differences between commercial insurance premiums paid and losses actually sustained on public school property. These findings have resulted in agitation along two lines: (1) for a reduction of commercial insurance rates and (2) for the setting up of some form of state or community insurance for public school property.

There are a number of reasons for these wide differences between premiums and losses. In the first place, in determining premium rates rate-fixing associations have grouped school buildings with commercial buildings of like construction rather than having made a separate classification for them. Obviously, fire hazards in school buildings are much lower than in commercial buildings. School buildings are used only about 16 per cent of the total time during the year for regular day school uses, which is a much lower occupancy than is the case with commercial buildings.

Buildings Are Scattered

Moreover, school buildings, either by law or by accepted practice, are generally located some distance from other buildings whose construction and use constitute a fire hazard. Furthermore, the educational program involves little activity that constitutes a fire hazard. In the light, then, of these factors it is not surprising to find these wide differences.

During 1942 and 1943 I had responsibility for the school plant section of school surveys in the cities of Minneapolis and Louisville. As a part of these studies, detailed information was collected on the relationship of insurance premiums paid and losses sustained over a period of years. Both of these cities carry

commercial insurance on all school property on 90 per cent co-insurance contracts. The data that follow have been taken from these two studies.

Table I¹ shows the relationship between premiums paid and number

¹ Report of a Survey of the Public Schools of the City of Minneapolis made by the Public Administration Service, Chicago, 1942, p. 131.

and amounts of losses in the Minneapolis public school plant for the period 1921 to 1941, inclusive. It will be noted that when the materials are combined for the entire period the losses sustained amounted to 12.9 per cent of the premiums actually paid. Also, it is interesting to note from the footnote to this table the steady decline in rate from \$1.20 per

T. C. HOLY

Bureau of Educational Research
Ohio State University

TABLE I—INSURANCE PREMIUMS PAID AND NUMBER AND AMOUNT OF LOSSES SUSTAINED BY MINNEAPOLIS PUBLIC SCHOOL PLANT, 1921-1941*

PERIOD	PREMIUMS PAID	LOSSES SUSTAINED		% LOSSES WERE OF PREMIUMS PAID
		NUMBER	AMOUNT	
1936-1941	\$ 59,201	16	\$ 8,996	15.2
1931-1941	147,469	27	28,778	19.5
1921-1941	480,920	39	62,281	12.9

*During the period covered by this table, the following rate reductions have been made:
From \$1.20 per C to \$0.96 per C, effective 1/1/31.
From \$0.96 per C to \$0.684 per C, effective 9/15/32.
From \$0.684 per C to \$0.58 per C, effective 5/1/35.
From \$0.58 per C to \$0.472 per C, effective 1/1/36.
From \$0.472 per C to \$0.376 per C, effective 1/1/40.

TABLE 2—COMPARISON OF FIRE AND TORNADO INSURANCE PREMIUMS PAID AND LOSSES SUSTAINED BY LOUISVILLE PUBLIC SCHOOL PROPERTY, 1916-1942

PERIOD	PREMIUMS PAID	LOSSES SUSTAINED	% LOSSES WERE OF PREMIUMS PAID
1916-1920	\$ 48,246.12	\$ 2,278.71	4.7
1921-1925	50,328.86	3,007.15	6.0
1926-1930	145,832.61	2,184.19*	1.5
1931-1935	107,985.80	7,607.21	7.0
1936-1940	104,657.37	4,044.30	3.9
1941-1942	39,393.83	297.00	.8
Entire Period	\$496,444.59	\$19,418.56	4.1

*Includes \$697 tornado loss sustained.
SOURCE: Records in the office of the business department.

hundred in 1931 to \$0.376 per hundred in 1940. Some of this decline no doubt was due to the elimination of certain fire hazards in the school building property.

Table 2^{*} gives similar information for the city of Louisville, covering the period 1916 to 1942, inclusive. It will be observed that when the materials are combined for the entire period the losses sustained amounted to 4.1 per cent of the premiums actually paid.

In Louisville, as in Minneapolis, there has been a continual decline in the premium rate. For example, for fire protection alone the rate declined from 91¢ per hundred for a three year contract in 1931 to 38¢ per hundred in 1942.

To assist the Louisville board of education in eliminating certain fire hazards, the Louisville board of fire underwriters made an insurance survey of the public school property in June 1941. This dealt with such topics as housekeeping, electrical wiring, heating, fire protection, human safety, stairways, doors, fire escapes and portable schools. It also included a list of improvements which, if carried out, would reduce the cost of the fire insurance premiums on the property.

From tables 1 and 2 it will be seen that substantial savings would have been effected in both of these cities had they carried their own losses, as is now done in such cities as Boston, Cleveland, Cincinnati, Detroit, Kansas City, Milwaukee, New York, San Francisco, St. Louis, Washington and others.

In Louisville these savings for the period 1916 to 1942 would have amounted to \$477,026, which is the difference between premiums and losses. It is a difference which should give school officials pause for thought.

Similarly, if the city of Minneapolis had followed this same plan, it would have saved \$418,639 during the period 1921 to 1941, inclusive. The experiences, therefore, in these two cities covering an extended period of time show that they recover only a small proportion of the money paid for insurance premiums through losses on school property.

^{*}Section of a Survey of the Public Schools of the City of Louisville made by the Public Administration Service, Chicago, now in press, p. 98.

Pupils Keep Books—Teachers Supervise

HIGH SCHOOL principals and, possibly, the superintendents of city schools will be interested in a yearly financial control sheet on the monies of the E. C. Glass Senior High School, Lynchburg, Va.

Following is a yearly specimen statement control sheet as used by E. F. Burmahln, director of business education. Mr. Burmahln is control treasurer for the school.

Separate sets of accounting books

are kept for (1) the cafeteria, (2) the athletic association, (3) the *Critic*, (4) the senior class and (5) *High Times* because of the volume of finances and details involved. These books are supervised by other business education teachers who are aided by outstanding book-keeping pupils in recording the daily transactions and in making the customary or regular monthly and yearly statements of receipts and disbursements.

SENIOR CLASS 1943 E. C. GLASS HIGH SCHOOL Lynchburg, Virginia

COMPLETE SUMMARY

STATEMENT OF RECEIPTS AND DISBURSEMENTS, SEPTEMBER 1, 1942--JUNE 30, 1943

Balance, Peoples National Bank, 9-1-42	None	
Total Balance.		None
RECEIPTS: (Deposited, P.N.B.)		
Accounts Receivable (Senior Dues). (307 @ 4.--)	\$1228.--	
" " " Announcements) (6995 @ .06)	419.70	
" " " Banquet) (166 @ .75)	124.50	
Sales (Senior Play Tickets, Student) (287 @ .30)	86.10	
" " " Adult) (103 @ .40)	41.20	
Accounts Receivable (Senior Dues) (1 @ 3.50)	3.50	
(7) Sales (Senior Play Tickets, "Over")10	
Total Receipts.		\$1903.10
Total Accountability.		1903.10

DISBURSEMENTS: (Ck. Bk. No. 3, Ck. Nos. 81-100)

"Critic Crest" (308 @ 3.50)	\$1078.--	
Senior Announcements (7000 @ .054)	385.--	
"High Times" (307 @ .50)	153.60	
Food Expense (Senior Banquet - including 13 guests) (179 @ .60)	107.40	
Safety Fund, Savings Dept., P.N.B., Acct. No. 18456*	96.03	
Play Royalty Expense ("Green Stockings")	25.--	
Internal Revenue Tax (" ")	14.01	
Senior Play Booklets (" ")	9.75	
Decoration Expense (Senior Banquet)	8.25	
Home Print Shop (25 receipt books @ .20)	5.--	
Transportation Expense (Moving of Chairs, Senior Banquet)	3.76	
Costume Expense (Senior Play)	3.--	
Ticket Printing Expense ("Green Stockings")	3.--	
Paint Expense (Senior Play)	3.--	
Custodian Service Expense (Senior Banquet)	2.75	
" " " Play)	2.25	
Food Expense (Senior Play)	1.60	
Costume Emblem Expense (Senior Play)	1.00	
Property Expense (Senior Play)50	
(20) Cardboard and Chalk Expense (Senior Play)30	
Total Disbursements		\$1903.10
BALANCE, Peoples National Bank, 6-30-43.		None

*Total: Savings Acct., P.N.B., No. 18456 = \$231.44

WCM

Approved:

Faculty Adviser

Chief, Accounting Department

Principal

Respectfully submitted,
WARREN MITCHELL
Treasurer

So You're on the Board Now!

Test Your Ability to Serve by Answering These Twenty Questions

YOU live in a city of 8000 inhabitants and have just been elected a member of the board of education. On your competence in helping direct educational policies depends the important issue of whether your schools are to be modern, efficient and strongly upheld by public approval or whether they are to dawdle along in lethargy in a community torn by factions and cliques. Let's apply the test meter to determine your efficiency.

The following propositions touch on only a few of the important issues that might possibly arise time and again during your incumbency but they are enough for charting a probable course of action in determining school policies. In the interest of simplicity we have limited our test to 20 propositions and have limited the choices on each proposition to three. You have one vote on each proposition. If your vote seems sound and reasonable, you will be allowed 5 points. If it seems doubtful, you will be allowed 3 points. If it is unwise, narrow, partisan or selfish, you will be allowed 1 point. No vote means 0.

Read the first proposition carefully and circle the numeral which indicates your choice of vote on proposition 1. Then continue with No. 2 and so on through No. 20. When you have finished compare your circled choice with the value allowed it in the table of values at the end of this article and total your score. If your total is 100, you have a perfect score; 80 is good; 70 represents doubtful competency, and anything below 70 is unacceptable.

Here we go!

PROPOSITION 1. Your city has for years lived a quiet existence being dominated according to the best Amer-

ROBERT D. BOWDEN

Head, Department of Sociology
Southern Illinois State Normal University, Carbondale, Ill.

ican tradition by a small group of persons representing culture, refinement and financial respectability. Its high school curriculum, therefore, is top-heavy with Latin, English and American classics and other cultural subjects. A growing dissatisfaction in the community has become vocal in demanding more "practical subjects," such as business courses, household arts, physical training, more athletics and the like.

To make a change would involve an increase in taxes and perhaps alienate the "best elements" in the community, while a vote to maintain the status quo would preserve your prestige as a safe, conservative business man, although it would deny the schools their desired growth. The principal strongly urges the change.

You would vote: (1) to eliminate Latin and foreign languages and go all-out for the practical courses; (2) to make no change; (3) to add all the new subjects and changes but leave the disposition of Latin and other subjects to the principal and superintendent.

PROPOSITION 2. Your closest friends, the Dixons, who live next door, inform you that their daughter will be graduated from teachers' college in June and they enlist your support in getting her a position in the city schools.

You would: (1) send her to interview all the members of the board; (2) intercede with the superintendent for her, using subtle pressure; (3) tell her to use the usual routine and apply directly to the superintendent.

PROPOSITION 3. For years your city has enjoyed a reputation as a center of patriotism. The American Legion, the D. A. R. and other groups have prided themselves on keeping out all un-American forces. Recently ru-

mors have been spreading and growing that the high school library and some of the textbooks in use include materials written by Rugg, Counts, Dewey and certain radical periodicals denounced by the Dies Committee. The foregoing organizations demand that all such material be banned and that a citizens' committee be organized to examine all books in use and purge the questionable ones.

You would vote: (1) to be guided wholly by the faculty's recommendation on texts and reading material but suggest that public hearings be held, not to purge textbooks but to educate the public in progressive ideas; (2) to purge all objectionable books; (3) to appoint a committee from among the patriotic organizations to advise the schools on acceptable reading material.

PROPOSITION 4. The salary schedule of the city schools has for years allowed higher pay for men than for women teachers. Demands for equality in pay regardless of sex have been placed before the board for definite action.

You would vote: (1) to postpone action on the motion until more nearly normal times; (2) to adopt a single salary schedule based solely on equality of training, ability and experience; (3) to deny the motion.

PROPOSITION 5. Negroes have been filtering into the community and a respectable element of white citizens, always sensitive on the question of race equality, has started a movement to bar Negroes from the city or to keep them segregated in one section and it demands that the board help "do something about it."

You would vote: (1) to build a separate school for them; (2) to set apart one or two rooms in one or more of the grade buildings for Negro pupils

and provide separate playgrounds; (3) to allow them to attend any or all of the schools without discrimination.

PROPOSITION 6. Among the applicants for positions open for the ensuing year are two Jews and two Catholics. The city is overwhelmingly Protestant and Gentile. There are eight positions to be filled. Among the candidates with superior qualities of experience, preparation and personality are one Jew and one Catholic. They, along with six others, are recommended by the superintendent for appointment. The superintendent's recommendation arouses violent protests from a part of the board.

You would vote: (1) to reject the two candidates in question; (2) to follow the superintendent's recommendations; (3) no vote.

PROPOSITION 7. In your city there are many religious denominations. Three of the strongest, with widely different views, have combined in a movement to have pupils, upon request of their parents, dismissed for a part of one day each week for religious instruction in their respective churches. They point out that juvenile crime is on the increase; that patriotism would be better served by more religion; that the church hasn't a fair share of children's time.

Public opinion seems to favor the churches' viewpoint. You agree with their general arguments.

The opposition, including all the teachers, points out that such a plan would disrupt the school program and decrease the efficiency of the schools; that education itself in developing and enriching growing minds is fundamentally religious; that such a move would only increase denominationalism and not religion and would therefore be unpatriotic, and that the long-supported principle of separation of church and state would be jeopardized.

You would vote: (1) to reject in toto the request of the churches; (2) to accept it in principle and leave the details to be worked out by the school staff; (3) to appoint a committee to submit a substitute plan of religious instruction.

PROPOSITION 8. Two parochial schools have been in operation for years. Because of increasing economic changes and stringency the adherents of these two schools find it increasingly difficult to support them and to pay taxes for support of the public schools. They argue that their actions over a period of years in withdrawing a number of youngsters from the public schools have saved the taxpayers the expense of an additional building and the salaries of several teachers. They

request the board to set aside a small sum from public funds to help meet the unavoidable deficits in the private schools.

You would vote: (1) to reject the request; (2) to accept the plan and let the courts decide the question of unconstitutionality later; (3) to accept their plan on condition that the city superintendent would have the right to supervise instruction and the curriculum but not to interfere with the religious instruction.

PROPOSITION 9. The teacher of civics and government in high school, a recent university graduate, believes in a practical approach to our social and civic problems. His senior class began making regular visits to city council meetings and familiarizing themselves with the council's duties and procedure. They learned how to inspect the records of city and county affairs—utility franchises, tax assessments and levies, special assessments, public improvements. The public was so favorably impressed by the interest and seriousness with which these future citizens went about their work that when it was planned to have a "High School Day" in city affairs, there was wide approval.

On that one day the city officials were to step aside and turn all the affairs of the city over to the regularly constituted student officials. High school pupils held their own election and laid their plans, and when the day came for them to assume office they did it with a vengeance. The new officials on being sworn in went into formal session immediately, voted to investigate some of the rotten paving of city streets, sidewalks that cracked and crumbled, inequalities in taxation and a host of "queer things" that happen in a city. Before day's end the pupils had indicted the city council and a dozen leading citizens for malfeasance in office or for graft in handling the public's business.

There was a furor of indignation, not at the facts revealed, but at the outrage of allowing school children and their teachers to dabble in public affairs. The furor started with those whose toes were stepped on and soon spread to others. There was a demand that the teachers and school officials involved be removed from the community; that teachers henceforth be required to stick to their jobs of teaching by "remote control" and stay in their places.

You would vote: (1) to remove the guilty teachers and get new ones for the next term; (2) to stand solidly behind the school's activities and try to explain not only to the aggrieved citizens but to all citizens the proper func-

tions of education; (3) to apologize for the "mistake" and instruct the teachers not to disrupt the community again.

PROPOSITION 10. Your city has a large element of poor people, with the accompanying slum conditions, unemployment and a certain borderline element. Consequently, there is a large percentage of undernourished pupils in the schools, who are without proper medical attention and are involved in petty delinquencies. All this makes for a large degree of irregular attendance and unsatisfactory educational results.

A public, federal or state agency has agreed to furnish gratis sufficient food for a warm lunch to all pupils in need of it if the schools will provide accommodations, prepare the meals and serve them. The teachers say they can obtain better results for the money and energy spent on education if all pupils are well fed and clothed and kept in regular attendance.

However, there is strong opposition by some board members and many taxpayers to giving away a living without the recipient's having worked for it. They contend that it engenders an attitude of permanent dependence on the state, that it is a further step by the state in encroaching upon local affairs.

You would vote: (1) to reject the proposition of free lunches; (2) to accept the proposition after a definite plan is worked out locally; (3) to provide warm lunches but charge a token payment of a few cents each, the amount to be worked out by the parents on made-work projects or by arrangements with some charitable organization.

PROPOSITION 11. A proposition is before the board to employ a full-time, qualified welfare worker as a sort of junior visitor. Such a person would function as a case worker as well as a counselor with parents, all as an integral part of the school system. The teachers are divided on the proposition, the community is divided and the usual criticisms and charges of pampering and snooping are heard.

You would vote: (1) to table the motion; (2) to accept the plan; (3) to reject it.

PROPOSITION 12. Again, in the foregoing situation obviously a considerable percentage of the pupils cannot pay for good health but all are agreed that the fundamental purposes of the schools can be met more satisfactorily if all children come to school well fed and in abundant good health. To this end it is proposed that the board of education inaugurate a sort of group health plan for all children in the community.

A fund would be created to which

the board would contribute, or cause to be contributed, annually the sum of, say, \$3 per pupil. The amount would vary according to the need determined by actual operation of the plan. Upon recommendation of the school nurse or public physician any pupil in need of medical or dental care would be required to seek it at once. If the parents of the pupil could not meet the expenses, the services would be paid for out of this fund. The amount required annually might be raised wholly or in part by public donations but the board would always underwrite the deficit. Opposition to the plan is strong. Charges of socialized medicine and pampering are frequent.

You would vote: (1) to reject all such plans as socialistic; (2) to adopt the plan; (3) to favor the plan but refuse to commit the board to any obligation and pass the burden to private agencies or forget it.

PROPOSITION 13. A pupil, on the grounds that his religion forbade it, refuses to salute the flag and is promptly excluded from school. The board is asked by both sides to the controversy to make a ruling.

You would vote: (1) to reinstate; (2) to ignore the incident and permit the teachers to use their own discretion; (3) to expel the pupil until the flag saluting was complied with.

PROPOSITION 14. The school board of a small school system in Illinois has stated publicly that it will not allow any teacher "to gain tenure under the new state tenure law" and, therefore, will dismiss each teacher at the end of his or her probationary period and hire new ones for the probationary period only. Maximum salary for grade or high school is now \$80 a month. That district dismissed seven good teachers last spring. In the words of the board, they were given "honorable discharges" to avoid tenure.

If you were living in that district and were elected to the board, you would vote: (1) with a majority of the board to keep the schools staffed with cheap new teachers; (2) to comply with the law, raise salaries and keep efficient teachers; (3) resign from the board in disgust.

PROPOSITION 15. Practical Education, Incorporated, a recent movement of uncertain parentage and concealed motives, born in California and moving eastward, announces that it will work for less expensive education, establish research bureaus, revise curriculums and undertake a host of other things which its hidden motives might inspire. Its method is to create a small, select membership in each community as a pressure group and ask the school

board for authority to make a survey of the school system. It will likely get to your community in the near future.

You will vote: (1) to give it authority to proceed on a survey of your city schools; (2) to reject it; (3) to investigate thoroughly the forces behind Practical Education, Incorporated, and its motives and discuss publicly its plan and program.

PROPOSITION 16. The young man teaching classes in civics and government in your high school insists on teaching the fundamentals of all the "isms"—Fascism, Nazism, Communism, Capitalism, Socialism—plus those of Democracy. Although he is objective in his methods, there is growing criticism of his radical "doings," including opposition from the superintendent. At the end of the year there is much talk of not renewing his contract, although he is a popular and effective teacher. He is not recommended by the superintendent.

You would: (1) disregard the superintendent's recommendation and ask for the teacher's reappointment on his record; (2) follow the superintendent's recommendation; (3) vote to offer him a tentative contract contingent upon his agreeing to eliminate his questionable practices of thinking and follow the line of teaching approved by the superintendent.

PROPOSITION 17. Recently a number of teachers, grade and high, have formed a local union of the American Federation of Teachers, elected officers and have begun a campaign to bring all the classroom teachers into A.F.T. membership. This has angered the superintendent who has denounced the action and has threatened to fire any teacher promptly who is not now a member but who subsequently joins the union, and demands that the new local be disbanded before renewal of any contract is considered. The teachers have appealed to the board for recognition of their union and the right for everyone to join or not to join as he pleases.

You would vote: (1) to uphold the superintendent and demand immediate disbarment of teachers who ignore the board's ruling; (2) to recognize the new local together with the right of teachers to belong to any organization or union they desire; (3) to defer action and try indirectly to "smoke out" the leaders of the movement.

PROPOSITION 18. A school building is planned for your city. When the bids are opened, there is a wide variation among them based on the use of union labor or nonunion labor for services and supplies. The city seems to be about equally divided as between

the union and the nonunion advocates.

You would vote: (1) for nonunion contractors hoping to save the taxpayers several thousand dollars; (2) to give the contract to a union outfit hoping to get more responsible workmanship; (3) to let the contract on a cost-plus basis, the contractor to be free to use any labor he chooses.

PROPOSITION 19. A state merit council has been set up and all the members on your board have qualified by examination and have been certified, but two of the members have consistently ignored the merit council standards and have voted and acted in a selfish, defiant and unprofessional manner. In the approaching election these two members are asking to be returned to membership on the board. Their record is subject to review and reconsideration by the merit council if a signed request is made.

You would: (1) decide it was none of your business and allow them to be reelected; (2) quietly pass the word along to the merit council and have their records made public and the candidates disqualified; (3) back other candidates for election but leave the records of the incumbents unchallenged.

PROPOSITION 20. Your city has for years maintained separate schools for Negroes and Whites. The arrangement seems to give general satisfaction except for the discrimination in salaries. Negroes are paid from 15 to 20 per cent less for the same grade of work. Recently they have been making concerted efforts to have that discrimination removed but the board always has some excuse for postponing action.

You would vote: (1) to remove the discrimination and adopt a single salary schedule; (2) to reject the proposal; (3) no vote.

ORDER OF VOTES AND VALUES

PROPOSITION 1st POINTS 2d POINTS 3d POINTS

1	3	1	5
2	3	1	5
3	5	1	3
4	3	5	1
5	1	3	5
6	1	5	0
7	5	1	3
8	5	1	3
9	1	5	3
10	1	5	3
11	3	5	1
12	1	5	3
13	5	3	1
14	1	5	3
15	1	5	3
16	5	3	1
17	3	5	1
18	3	5	1
19	1	5	3
20	5	1	0

SCHOOL OPINION POLL

THE NATION'S SCHOOLS

EACH MONTH A QUESTIONNAIRE IS MAILED TO
500 REPRESENTATIVE SCHOOL ADMINISTRATORS

Athletics for Everyone

MASS athletics is the order of the day in most of the nation's high schools, say 75 per cent of the administrators answering a poll on interscholastic *versus* intramural athletics.

Thirty-one per cent of the 500 school administrators queried responded to The NATION'S SCHOOLS' questionnaire.

Reaction to the changes necessitated by restrictions on team travel has been favorable among pupils, faculties, townspeople, alumni and local newspapers for the most part. Star athletes in some communities have their noses out of joint, according to 45 per cent of the superintendents. On the other hand, 37.2 per cent of the responding administrators state that their athletes accept the situation with good grace.

Many communities have novel ways of handling the physical education program. Here's a Massachusetts plan.

"We have an activity period before lunch. During this time we have intramurals for all and a commando course. After school we have play groups. Of course, we miss the social and recreational fun to be had in playing other schools but enjoy ourselves at home."

There's been some clever planning in Pennsylvania. "Cancellations or open dates in the football schedule have been filled by Saturday afternoon programs known as Football Festivals," says one superintendent. "This is simply a phase of the intramural program. Six teams from our student body play three games. Attendance has been good and interest exceptional."

Reports from one Missouri executive show a constructive program under way. "Our pupils like mass athletics. We have the classes divided into different teams. Class competition is used

and the scores are posted each day."

Some comments belong on the other side of the ledger. This from Wyoming:

"Curtailed of athletic games has greatly diminished school spirit and school morale. We feel it has been a hard blow to the school and probably contributes to delinquency."

The teacher shortage is taking its toll in many communities.

From Nebraska: "Our physical education classes have had to be sacrificed somewhat in order to carry the regular content class schedule because of the shortage of teachers."

In Montana it's the same story. One administrator states: "In our school the inability to get a regular coach has cut down both mass athletics and contests."

Some schools have not altered their programs particularly. Witness the Ohio superintendent who says: "In our part of the country schools are so close together that transportation difficulties have not really caught up to us."

And from Rhode Island: "We have not cut down on interscholastic contests as distances are short. We have increased stress on mass athletics."

Here's a comment from a North Carolina superintendent who has an eye for community morale: "A good athletic program does something to school and community in times like these."

Both mass athletics and interscholastic contests will come in for their share of importance in postwar programs, according to 88 per cent of this month's predictions. Comments from executives indicate trends in thinking.

A Colorado administrator foresees that "the advantages of mass athletics with less interschool athletics will win increased recognition in this trial plan."

Idaho comes through with enthusiasm. "We are at last putting stress on the kind of physical activity that will help those who need it most instead of those who need it least," says this vigorous executive.

QUESTIONS AND ANSWERS

1. Are you placing greater emphasis on mass athletics now that transportation difficulties have cut down on interscholastic contests?

Yes 75%
No 23
No answer 2

Total 100%

2. In your postwar athletic program which do you expect to stress?

Both mass athletics and interscholastic contests 88.0%
Mass athletics 4.4
No answer 4.4
Interscholastic contests 3.2

Total 100.0%

3. What has been the reaction to fewer or no "big games" on the part of the following groups?

Group Reactions

OPINIONS	PUPILS	STARS	FACULTY	TOWNS- MEN	ALUMS	NEWS- PAPERS
Favorable	47.4%	37.2%	64.1%	50.0%	43.7%	46.1%
Unfavorable	30.8	45.5	12.2	21.2	28.6	28.9
Divided opinion	3.2	.6	.6	5.7	1.9	1.3
No answer	9.6	7.7	14.1	14.1	16.7	14.7
Continuing as usual	9.0	9.0	9.0	9.0	9.0	9.0

What Schoolmen Think about the *HIGH SCHOOL VICTORY CORPS*

THE value of the High School Victory Corps has been questioned in some quarters and at the request of a disappointed participant in the program *THE NATION'S SCHOOLS* has queried a group of typical superintendents on their reactions to it.

Only 14 of the 33 men questioned have given statements for publication. Several administrators ask that they be not quoted because of the fact that they had something to do with organizing the corps or are otherwise too close to it.

A number of other schoolmen assert that either they or their pupils decided against organizing the corps and are, therefore, not in a position to estimate its present value from their own experience. The rest have been too busy with school opening to frame a reply for publication.

Strong support of the Victory Corps is given by school administrators in Indianapolis, Milwaukee, San Diego, Birmingham, Maywood, Ill., and White River Junction, Vt.

A slightly larger group feels that the program is a mixed blessing with both good and weak points.

Here's what the schoolmen say:

DAVID E. WEGLEIN, Baltimore:

The Victory Corps has directed extracurricular activities toward the war effort and has helped to produce good programs in some schools that otherwise would have done little along this line. Although it has been a worth-while venture, it has not fulfilled all the hopes of its founders. After the war is over it will doubtless either pass out of existence or will be directed toward peace-time activities.

L. FRAZER BANKS, Birmingham, Ala.:

The Victory Corps has served the high schools as a peg on which to

Quotations from the written reactions of 14 administrators in various parts of the country. Their points of view have been sought at a reader's request

hang their war activities. It has created enthusiasm for, and interest in, many essential phases of war work and has directed the attention of pupils to specialized phases of war work for which they are best qualified.

It has helped to unify the various and often conflicting requests for aid in the war effort.

I feel that the program in general has been of value to the pupils and to the country. Although it has been difficult to superimpose one organization on another already functioning well, we have endeavored to do this in Birmingham.

D. LEON McCORMAC, Dreher High School, Columbia, S. C.:

When the war began, we were of the opinion that our high school organization was such that no new plan would be needed to enable us to take our part in the war effort. Today we are more or less of the same opinion. However, we did organize a Victory Corps and had a number of valuable results, although it is likely that the same thing, with interested and intelligent leadership, could have been done anyway.

The Victory Corps program enabled us: (1) to discover those who genuinely desired to do something for the war effort, (2) to take stock of what pupils were doing, in school and out, to aid the war program and (3) to recognize pupil accomplishment that might otherwise have been overlooked.

We are in favor of a Victory

Corps which functions as intended. It is otherwise merely another organization providing pupils an opportunity to have their names appear in print.

CHARLES E. GREENE, Denver:

From my information about the Victory Corps, I believe it has done well considering the fact that the Office of Education was not given an appropriation for its promotion. I, therefore, do not believe that any failure of the Victory Corps should be laid at the door of the Office of Education.

A. H. HUGHEY, El Paso, Tex.:

We went into the Victory Corps plan with much enthusiasm. However, we found that for some reason the interest died down among pupils, teachers and principals. An effort to resuscitate it was made at various times during the year without much success.

Recently, at a meeting of high school principals, it was voted to keep up and encourage the various ideas and activities which formed the basis of the Victory Corps but not to force them onto teachers and pupils. Consequently, the high school Victory Corps may be considered in a nonactive state in El Paso.

Many of our pupils are either too sophisticated or too beset with new movements, notions and organizations to have much patience with an artificial or superabundant idea such as it seems to represent.

H. MORTON JEFFORDS, Fairfield, Conn.:

We have no Victory Corps in our high school. A high school inspired by a principal and staff of teachers who are awake to the changing attitudes and needs of parents and children and who are willing and energetic enough to meet the issues has little need for many of the numerous plans designed to bolster the morale of a weak staff or to catch the attention of the public.

DeWITT S. MORGAN, Indianapolis:

We in Indianapolis recognized from the beginning that the purpose of the Victory Corps was to provide impetus for doing some things which an alert high school should do anyhow. Nevertheless, we have seen some effective work done with it throughout the past year. Some of our principals feel that the work of the Victory Corps is now over and they do not intend to carry it on under the Victory Corps name this year.

Conditions affecting high school youths are changing somewhat and call for readjustment of plans. It is my belief in general that the Victory Corps has served a definite purpose and that none of us should be too critical of it. It has been helpful in many cases.

PAUL A. REHMUS, Lakewood, Ohio:

We have had a war activities committee in our high school since shortly after Pearl Harbor which in most respects was doing the work recommended by the Victory Corps.

In my judgment the Victory Corps idea was valuable for showing the nation that the schools are organized to assist in the war effort. The publicity which it received was generally favorable.

The Victory Corps provided a well-organized program and helpful suggestions to schools which did not know how to proceed or what to do. Many school authorities would have been reluctant to organize their schools without the impetus of this plan which came from the Office of Education.

In these schools the Victory Corps has been helpful. The well-organized schools did not have the same need for it and would have developed their own programs anyway.

E. R. SIFERT, Maywood, Ill.:

In its initial stages, the Victory Corps was concerned in some cases with trappings and decorations, but before long it assumed a different aspect and became a means of assisting the war effort.

Today it stands for something serious and significant in the lives of boys and girls in school and industry.

Its values are unmistakable. It has been a factor in focusing the determination of youth upon the serious problems at hand. It has, in short, grown up.

LOWELL P. GOODRICH, Milwaukee:

The formulators of the Victory Corps program with excellent understanding proposed a voluntary plan for pupil participation in the war effort. Educators have adapted the suggested outline to local needs, altering it or adding to it at will, in the true spirit of the free American public schools.

Our Victory Corps not only has opened up channels for pupil development but has also served as a clearing-house for, and motivating force in, the sale of war bonds and stamps, salvage collection, patriotic programs, rationing service, gardening and other war services. Elected representative councils in each school and a central council coordinating the programs have given pupils valuable experience in training for leadership.

JAMES M. SPINNING, Rochester, N. Y.:

Long before the Victory Corps was organized, we were doing pretty much what it has suggested. We had a fairly well-organized system of guidance service. We were able to take individual inventories of each pupil's contribution to the war effort, and because we had a counseling staff to work with our principals we could do a good job. We were also fairly well equipped from a vocational standpoint and had a vigorous assistant superintendent to follow through on the program.

If ours were a smaller school system, without some of the advantages we have had for many years, I believe we should have hailed with great satisfaction the Victory Corps setup. It would have helped arouse the citizens of Rochester to a point they have already reached with re-

gard to the need for specialized training in the schools.

WILL C. CRAWFORD, San Diego, Calif.:

In June 1943 the San Diego Victory Corps council, composed of faculty and pupil representatives of the five high schools, voted to continue the program this school year, because they felt it had been a distinctly valuable addition to the educational program.

We found that the Victory Corps activities made the teachers generally become more guidance conscious and speeded up curriculum changes. It provided enthusiastic assistance to representatives of business, industry, the armed forces and community character-building agencies. Perhaps most important, however, were the exchange of ideas and the growth of cooperation among schools which resulted from the pupil and faculty discussions at the Victory Corps council meetings.

T. R. EHRHORN, East High School, Sioux City, Iowa:

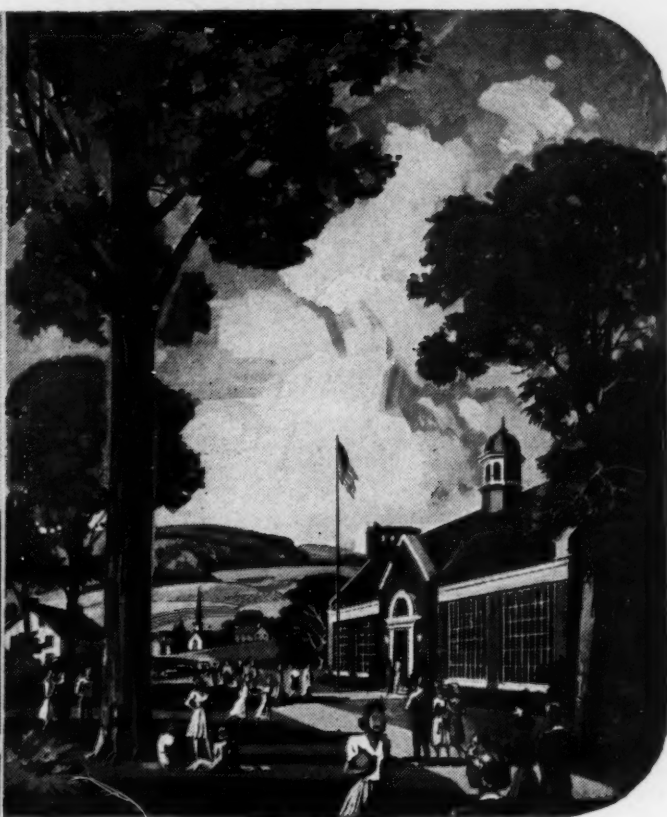
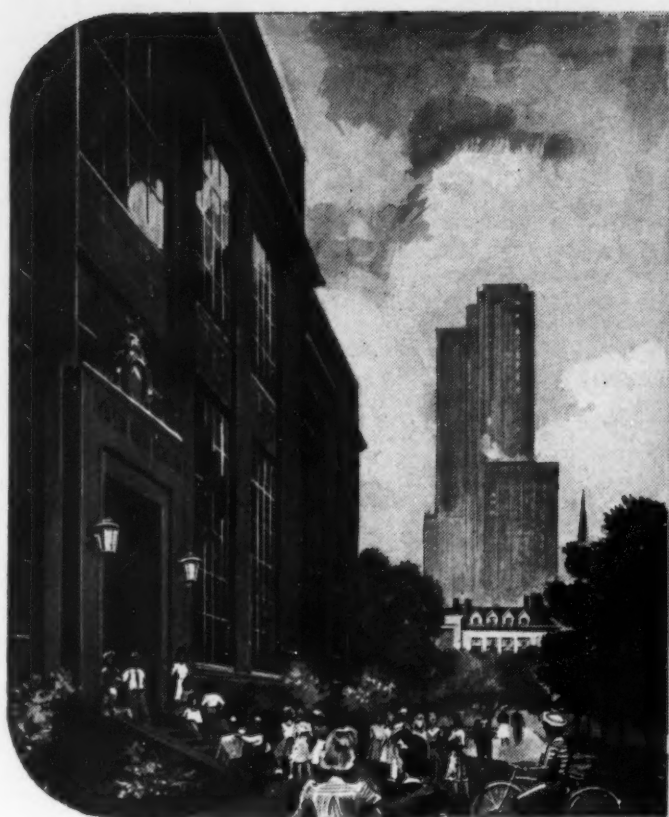
I find no particular fault with the Victory Corps other than the fact that it is rarely satisfactory to superimpose a full grown program upon an already complex program such as a modern high school offers. Best results are obtained when the development of a project has been gradual. I believe that the alert high school without the Victory Corps will compare favorably with schools having this organization.

CHARLES S. RISING, White River Junction, Vt.:

It was my understanding from the outset that the Victory Corps was simply the suggestion of a national pattern into which schools, if they so desired, might fit their local organizations. Admittedly, many schools were already carrying on some of the activities suggested. Many more were not.

As a means of stimulating training of youths for (1) war service to come after they leave school and (2) active participation in community war effort, I believe the Victory Corps has accomplished its purpose.

It has been my observation that pupils have been enthusiastic over its activities. Where there has been a lag of interest it has, in my opinion, originated with school administrators instead of pupils.



From the largest city to the smallest town high school seniors have equal opportunity in the Science Talent Search

The Third Annual Science Talent Search has now begun. Sponsored by Westinghouse and conducted by Science Clubs of America, this competition is open to young men and women in the senior class of every high school and preparatory school in the United States. Scholarships ranging from \$100 to \$2400 will be awarded.

Outstanding students in your graduating class deserve the opportunity to compete for these scholarships. Formal science courses are extremely helpful, but not necessary. Winners are selected solely on the basis of their aptitude for creative achievement in science.

Contestants are required to take a science aptitude examination and to write a 1,000 word essay. The essay subject this year is "My Scientific

Project." The essay should tell what the student is doing or plans to do in the way of experimentation or other research activity.

Records of those who received Westinghouse Science Scholarships or honorable mention in 1942 and 1943 show that winners come from all parts of the country, from private preparatory schools and public high schools, from graduating classes of less than 20 students to more than 1,000. There is equal opportunity for every senior who has the ability.

Full information concerning the Third Annual Science Talent Search, may be obtained from Science Service, 1719 N Street, N. W., Washington (6), D. C., or from School Service, Westinghouse Electric & Manufacturing Company, 306 Fourth Ave., P. O. Box 1017, Pittsburgh (30), Pa.

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Lunches *CAN Be* Complete

MARTHA ROGIN

War Food Administration
New York City

EVERY school lunch program, large or small, in peace time and in war time alike, has as its prime objective the provision of nutritionally adequate noon meals for school children. Achieving this objective with limited financial resources is no new problem to school administrators. But war-time conditions have created new management problems and intensified old ones affecting existing operations and presenting obstacles to the much needed expansion of school lunches.

This material¹ is presented primarily from the point of view of the small school operating with limited facilities. In the light of war-time conditions, however, it may be applicable to all feeding programs.

¹This material in part forms the basis of a recently issued Food Distribution Administration publication, "School Lunch Menu Planning Guide," based on F.D.A. requirements for Types A and B lunches.

Simplified Menus for Top of Stove

Meat in the Main Dish

MAIN DISH	SUGGESTED DISHES
Meat and vegetable stew, bread, butter or margarine, fruit and milk.	Liver and vegetable stew; kidney and vegetable stew; beef and vegetable stew; lamb or mutton and vegetable stew; chicken and vegetable stew; Hungarian goulash; chop suey; liver balls, potatoes and vegetables; meat balls, potatoes and vegetables.
Braised meat with vegetables, fruit or raw vegetable, bread, butter or margarine and milk.	Braised liver with vegetables; braised kidney with vegetables; braised heart with vegetables; braised beef or lamb with vegetables; pot roast with vegetables.
Creamed meat with vegetables, fruit or raw vegetable, bread, butter or margarine and milk.	Creamed liver with carrots or other vegetable; creamed hamburger with onions or other vegetable; creamed ham with potatoes or other vegetable.
Meat, vegetable and cereal dish, fruit or raw vegetable, bread, butter or margarine and milk.	Liver, tomatoes (or other vegetable), rice (or other cereal); meat balls, tomatoes, spaghetti (or other cereal); rolled cabbage, meat, rice (or other cereal), tomatoes; green pepper stuffed with meat (or soya) and cereal.
Meat and dried bean dish, raw vegetable or vegetable salad, bread, butter or margarine, fruit and milk.	Savory bean stew with meat (any kind of beans or soybeans); chile con carne (any kind of beans or soybeans); meat and kidney bean salad.
Cold meat with raw vegetable or vegetable salad, bread, butter or margarine, fruit or cereal and fruit pudding.	Sliced tongue; sliced meat cake; other cold sliced meats; meat and vegetable salad.

The term "complete" lunch refers to the adequacy of the meal to meet recognized nutrition standards rather than to the number of courses, methods of food preparation and serving, or the fact that it is served hot or cold. It is generally agreed by nutrition specialists that the complete lunch should provide from one third to one half of the day's nutritional requirements.

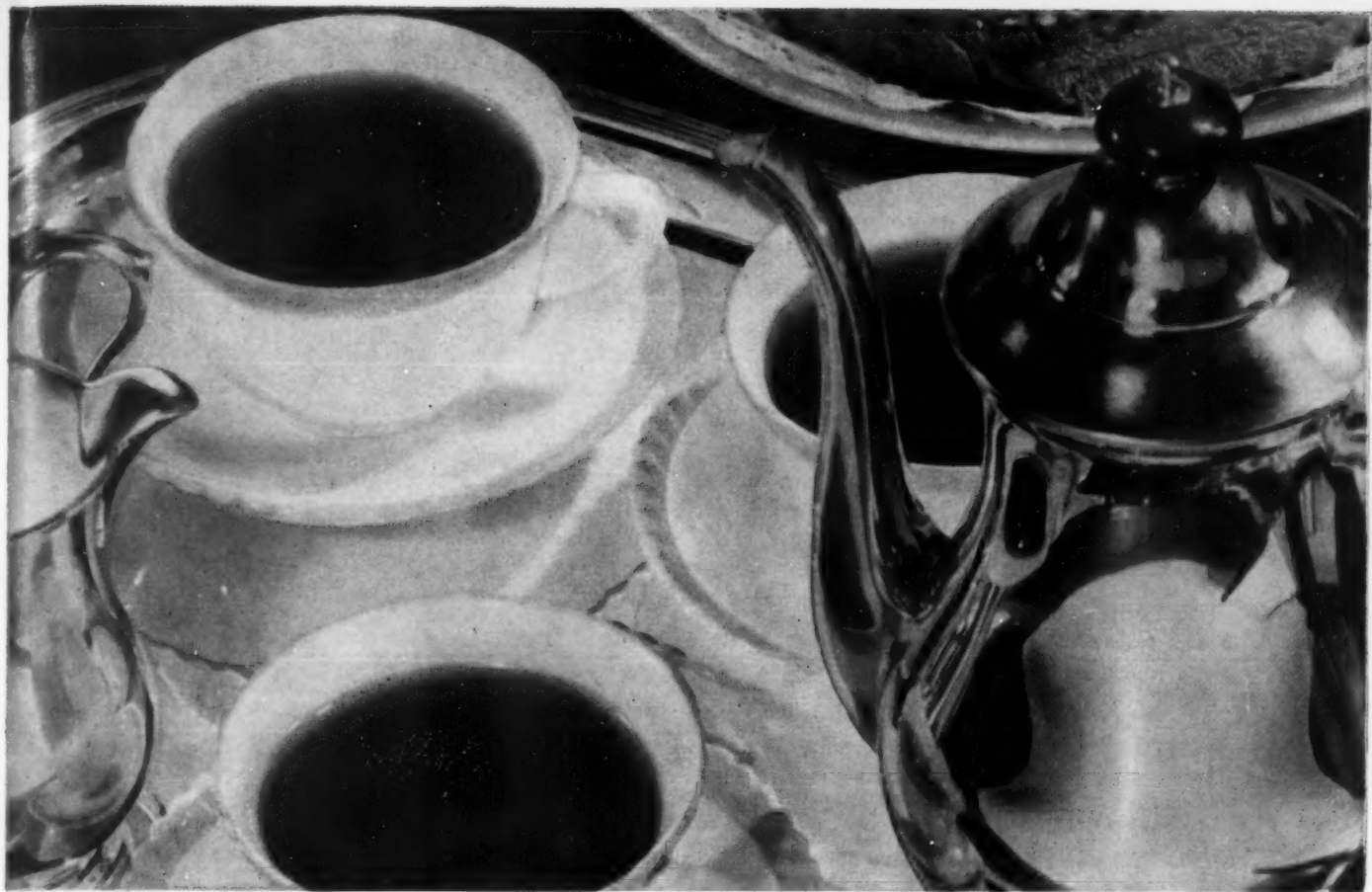
In the agreement to be signed by a sponsoring agency in connection with the operation of its 1943-44 school lunch program, the Food Distribution Administration defines certain requirements against which the included menu plans have been checked.²

In general, the vegetables included in the main dish of each menu have been counted as one half of the total vegetable and fruit requirement; the rest of this requirement has been met in the form of a raw vegetable, a vegetable salad or a fruit. Serving vegetables and fruits in their raw state not only cuts down work but assures maximum vitamin and mineral content.

Fruit has been included in many of the plans in preference to a second vegetable since this can be served as a dessert with a minimum of preparation. However, when the main dish consists of a salad requiring no cooking, a cereal pudding (top-of-stove preparation) has been suggested as an optional dessert.

In the suggested main dishes which accompany each menu plan, emphasis has been placed on the use of foods rich in proteins, minerals and vitamins which are not rationed or are of low point value, such as variety meats, fresh fish, meat alternates, including soybeans and their products (especially valuable for protein of high quality), fresh fruits and vegetables and whole grain cereals. Attention has been given to

²Carpenter, Rowena S.: Federal Aid to School Lunches, *The Nation's Schools* 32:50 (Sept.) 1943.



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Sherman Blend Exquisite Coffee is the result of sixty years of experience in blending and roasting fine coffees. Fine coffees have been a Sexton tradition ever since the day John Sexton opened his small tea and coffee store on State Street, Chicago. The ever increasing acceptance of Sexton Coffees is best evidence of the care and skill given their selection, blending, roasting and packing. You will take pride in serving Exquisite Sherman Blend—the perfect guest coffee.



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U. S. BULLETIN ★ NOVEMBER

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UNCLE SAM SAYS...



U. S. RADIATOR SAYS... "Let's all pitch in and help keep America warm this winter!"



When Uncle Sam says "Save Fuel" he asks every one of us to share in the vital job of conserving critical materials and keeping the home fires burning this winter.

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|---|---|
| ★ Heat-seal all structures | ★ Remove improper radiator covers |
| ★ Repair all system leaks | ★ Keep night temperature low |
| ★ Clean heating plant regularly | ★ Maintain proper temperature level |
| ★ Properly insulate boiler piping | ★ Check controls regularly |
| ★ Repair broken grate equipment | ★ Use less hot water |
| ★ Follow manufacturer's directions for firing | ★ Frequent inspection of stoker or oil burner |
| ★ Check radiator supply and venting valves | ★ Replace or repair all improperly fitted boiler or furnace doors |
| ★ Use correct fuel | |

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Fish in the Main Dish

MAIN DISH	SUGGESTED DISHES
Fish and vegetable chowder, stew or salad, fruit or raw vegetable, bread, butter or margarine and milk.	Fish chowder; clam chowder; oyster stew with vegetables; boiled or steamed fish with carrots, onions, potatoes; boiled or steamed fish with tomatoes and onions; fish and vegetable salad.
Creamed fish and vegetables, raw vegetable or fruit, bread, butter or margarine and milk.	Creamed fish with carrots and onions; creamed fish with potatoes and onions.
Fish, vegetable and cereal dish, fruit or raw vegetable, bread, butter or margarine and milk.	Fish, tomatoes, rice (or whole grain cereal); fish, tomatoes, spaghetti, macaroni or noodles.

Egg in the Main Dish

MAIN DISH	SUGGESTED DISHES
Egg dish, raw vegetable or vegetable salad, bread, butter or margarine, fruit and milk.	Hard-cooked egg, whole, stuffed or sliced; scrambled eggs; plain omelet; soya omelet.
Egg and vegetable dish, bread, butter or margarine, fruit and milk.	Scrambled eggs with tomatoes or other vegetable; creamed eggs and carrots, onions, potatoes or other vegetable; egg and vegetable hash; vegetable omelet; hard-cooked egg, potato and vegetable salad; hard-cooked egg and green vegetable salad.

Cheese in the Main Dish

MAIN DISH	SUGGESTED DISHES
Cheese and vegetable dish, fruit or raw vegetable, bread, butter or margarine and milk.	Melted cheese or rich cheese sauce with any of the following: cabbage, onions, potatoes, snap beans, carrots, turnips, peas or tomatoes.
Cheese and cereal dish, raw vegetable or vegetable salad, bread, butter or margarine, fruit and milk.	Melted cheese or rich cheese sauce with macaroni, noodles or coarse hominy; cottage cheese with noodles or macaroni.
Cheese and vegetable salad, bread, butter or margarine, fruit and milk.	Cheddar cheese (sliced, cubed or chopped) and vegetable salad (any combination of raw or cooked and raw vegetables served on shredded cabbage, lettuce or other salad greens); cottage cheese and vegetable salad.
Cheese and fruit salad, bread, butter or margarine, milk, cereal pudding (optional).	Cottage cheese and fruit salad (served on shredded cabbage, lettuce or other salad greens); cheddar cheese and fruit salad.

Dried Beans, Peas or Soybeans in the Main Dish

MAIN DISH	SUGGESTED DISHES
Dried bean or pea soup or chowder with vegetables, raw vegetable or fruit, bread, butter or margarine and milk.	Bean and vegetable soup (navy, lima, kidney or other dried beans or soybeans); bean, barley and vegetable soup; green or yellow split pea soup with vegetables; lentil and vegetable soup; bean and vegetable chowder (navy, lima or other dried beans or soybeans); soya-vegetable chowder.

(Continued on page 54)

the factor of cost as well and the suggestions are relatively inexpensive.

All of the main dishes requiring cooking can be prepared with top-of-stove facilities, usually with the use of only one burner. Furthermore, most of the menu plans have been limited to meals that can be served in one bowl or on a single plate.

Certain measures for preventing food waste are good management practices at all times. In war time such measures are more important than ever. Basic rules follow:

1. Buy perishable foods in no larger quantities than can be used without danger of spoilage.
2. Store all foods properly.
3. Make use of all leftovers in stews, creamed dishes, salads, omelets or sandwich fillings.
4. Conserve food values in food preparation.
5. Encourage good food habits and clean plates.

To preserve the vitamins and minerals in fruits and vegetables observe the following rules:

1. Keep fruits and vegetables cool until ready for use.
2. Avoid crushing or bruising.
3. Avoid soaking pared or sliced fruits or vegetables in water.
4. Prepare raw vegetables to be served plain (or raw fruit and vegetable salads) just before serving.
5. Cook fruits and vegetables whole and in the peel whenever possible. If necessary to cut them to reduce cooking time or for ease or variety in serving, do not cut into small pieces.
6. Use as little water as possible; put vegetables into boiling salted water and bring water back to boiling point fast.
7. Cook vegetables, covered, as quickly as possible and only until tender.
8. Don't add soda when cooking.
9. Stir only when necessary.
10. In making meat and vegetable dishes, such as stews, add the vegetables when the meat is almost done so that they cook no longer than necessary.
11. Serve vegetables as soon as possible after cooking.
12. Don't pour cooking water down the sink. Use it in soups, sauces.

In planning actual menus based on these suggestions meat or meat alternates and fresh fruits and vegetables should be selected with due regard to

Dried Beans, Peas or Soybeans in the Main Dish, Continued

Dried bean or pea stew with vegetables, raw vegetable or fruit, bread, butter or margarine and milk.	Bean or pea stew with tomatoes and onions (any kind of dried beans or soybeans); kidney beans, tomatoes and rice.
Dried bean and vegetable salad, bread, butter or margarine, fruit and milk.	Lima beans or soybeans and salad greens; kidney beans and salad greens; lima beans, peanuts and salad greens; beans (any kind), raw apple and salad greens; beans (any kind), cabbage, carrots and salad greens.

Meat or Meat Alternate in Sandwiches

MAIN SANDWICH DISH	SUGGESTED SANDWICH FILLINGS
Sandwich of meat or meat alternate, raw vegetable or vegetable salad, fruit and milk.	Chopped liver with onion, celery or parsley; chopped liver and egg with seasonings; chopped or ground ham, beef or other meat; sliced ham, tongue or other cold meat; fish (fresh or dried), with seasonings; chopped or sliced hard-cooked egg, salad dressing; scrambled eggs; sliced cheddar cheese; chopped or grated cheese and hard-cooked egg; cottage cheese with seasonings; cottage cheese and chopped peanuts; mashed beans (soybeans or other dried beans) or peas and grated cheese, with seasonings; mashed beans (any kind) with seasonings; peanut butter, plain or with seasonings.

Vegetables, Salads and Puddings

VEGETABLES	SALADS	PUDDINGS
Carrot, strips or whole	Cabbage salad or coleslaw	Cornmeal fruit pudding
Turnip strips	Cabbage and carrot salad	Corn grits pudding
Beet strips	Cabbage and beet salad	Creamy rice pudding
Cabbage wedges	Cabbage, celery and potato salad	Fruit and rice pudding
Celery sticks	Tossed vegetable salad (raw spinach, cress or cabbage with any combination of raw or cooked vegetables)	Quick fruit and bread pudding
Celery cabbage, sticks or slices	Apple and cabbage salad	
Kohlrabi, strips or slices	Apple, raisin and peanut salad	
Tomato, whole, wedges or slices		
Cauliflower florets		
Green pepper, wedges or rings		
Sauerkraut		
Other vegetables		

the current food supply situation. Local and seasonal abundances, shortages and suitable alternates and prevailing prices should be considered.

Weekly menus should be flexible enough to permit changes within the week so that maximum use may be made of perishable foods in peak supply, bearing in mind that variety in meals can be achieved by serving the same food in different ways as well as by serving different foods. The weekly menu and market list should always be checked to see that the week's share of ration points has

not been exceeded on any account.

If modifications are made in the basic plans or if new menu plans are developed, these should be carefully checked against the standard for the complete lunch to ensure that no item has been omitted. Quantities of everything required for actual meal preparation should also be checked against the "yardstick" to see that adequate amounts of all items are included.

Because of war-time shortages, it may not always be possible to meet the milk requirement in the form of

fresh whole milk for drinking. If such is the case, every effort should be made to serve meals as nutritionally complete as possible by using other milk products, such as fresh skim milk, buttermilk or evaporated milk in food preparation. If the milk supply is ample, it is desirable to use milk in the preparation of chowders and other cooked dishes in addition to the full quota served as a beverage.

Additional main dish suggestions may be developed in conformity with local food habits, the food preferences of different nationality groups in the community, seasonal and local food supplies and other factors. If baking facilities are available, for example, the lists of main dishes may be expanded to include a variety of scalloped, casserole and other baked dishes, such as loaves made of meat and meat alternates.

If facilities, funds and the supply of labor permit additions to the lunches, simple cakes and cookies, such as gingerbread, oatmeal and molasses cookies, or baked puddings using whole grain cereals can be included. Not only will these desserts add variety, but they will also increase the mineral and vitamin content of meals.

Planning ahead is always important to ensure the successful operation of a school lunch program. In war time this is a "must" if nutritional standards are to be maintained. Adequate supplies of fruits and vegetables (and possibly meats) cannot be counted on for all-year-round use within the food budget and the ration point allotment unless plans are made to ensure the availability of these products during months when they are scarce.

Such planning should include:

1. A school food preservation program. Drying and locker freezing (if available) as well as canning should be considered. This may be an independent project carried on in cooperation with other schools or it may include a community program.

2. A storage program and suitable facilities (in cellars and pits) for storing fresh fruits and vegetables.

Plans for the preservation and storage of processed and fresh foods will constitute an integral part of a garden project if this important activity has been carried on by an individual school or if a school has participated in a community garden program.



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Tips to SAVE FUEL

LARGE quantities of fuel *can* be saved during the coming winter and it is the patriotic duty of everyone to render outstanding public service in his community by advocating fuel conservation in both school and home. Here are some pointers* on the general problem of fuel saving.

- Proper insulation will save from 10 to 20 per cent of yearly fuel costs. Treating the ceiling of a top floor alone will save this amount, as will insulating the walls. Such insulation will also result in an increased wall and ceiling surface temperature which, in turn, means increased comfort as well as decreased costs.

- The use of storm windows and storm doors will result in a fuel saving of from 10 to 25 per cent. Storm windows will raise the inside window surface temperature and will also permit the maintenance of higher relative humidities inside the structure without the condensation of moisture and the formation of frost on the window surface.

- Windows and doors should not be opened except as needed for maintaining a minimum of ventilation.

- A minimum amount of heat will be lost through windows if shades and draperies are kept fully drawn during the evening and night hours.

Fill Those Cracks

- Weather stripping on doors and windows will result in fuel savings of from 5 to 10 per cent.

- Doors leading from heated portions of the building to unheated attic spaces or storage rooms should be well sealed to prevent leakage of cold air.

- Over a period of years there may be a separation of the window and door frames from the exterior build-

ing materials because of continual expansion and contraction of these frames and materials caused by varying temperatures. Air leakage through such cracks may be largely eliminated by filling or "calking" them.

- Air leakage through cracks between the upper and lower sash of a window may be eliminated by applying cellulose tape to joints.

- The air leakage into basement areas should be reduced to a minimum so that heat escaping from the heating plant is put to good usage in warming cold floors above the basement. Broken basement windows should be repaired and cracks should be well calked.

- For highest efficiency, steam and hot water piping should be quickly freed of air during operation and completely filled with steam or hot water.

- Steam or hot water pipes not used to aid in heating rooms should be well insulated.

Treating Radiators

- Radiators not in use should be covered or the lines leading to them should be disconnected.

- Objects which shield radiators, such as draperies and curtains, magazines and cabinets, should be removed in order to obtain the maximum output of heat.

- Collections of dirt between the sections or fins of radiators or convectors should be removed to obtain maximum radiator efficiency.

- Radiators should not be covered with a coating of bronze or aluminum paint. Maximum efficiency may be improved by as much as 10 per cent through the application of ordinary oil paints, preferably dark.

- Some fuel saving and some increase in radiator efficiency may result from placing a surface of high

reflectivity behind each radiator. Much of the heat normally absorbed by the wall surface will then be reflected into the room.

- If a forced circulation hot water heating system is used, the motor bearings of the water pump should be oiled at least once each season.

- Insulation missing from the boiler covering should be replaced to reduce the loss of heat from the boiler.

- Flue surfaces should be cleaned periodically, preferably with wire brushes and a vacuum cleaner. Collections of soot may reduce the efficiency of the heating plant by as much as 5 per cent.

Air Ducts Serviced

- The air filters of a forced air heating system should be either cleaned or replaced at least once each year or oftener, if necessary.

- With both gravity and forced air heating systems, all joints in the supply and return air ducts should be sealed with strips of asbestos or made tight in some other fashion. However, the entire duct work should not be covered with a layer of asbestos paper as the change in color and nature of the surface when thus covered will increase instead of decrease the loss of heat from the ducts.

- All supply and return air registers and grilles in both gravity warm air and forced air heating systems should be open and unobstructed. Furniture or other coverings should not be allowed to prevent the free flow of air through these openings.

- With a forced air heating system, additional heat is required if outdoor air is taken into the unit and distributed throughout the house. The most economical operation of the heating plant will result when the introduction of outdoor air is eliminated and all air passing through the

*From Bulletin 20, Conservation of Fuel, by Rowley, Jordan and Lund, published by the Engineering Experiment Station, University of Minnesota.

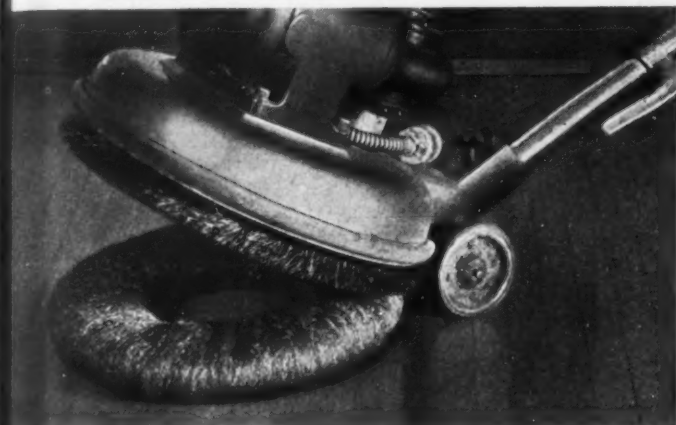
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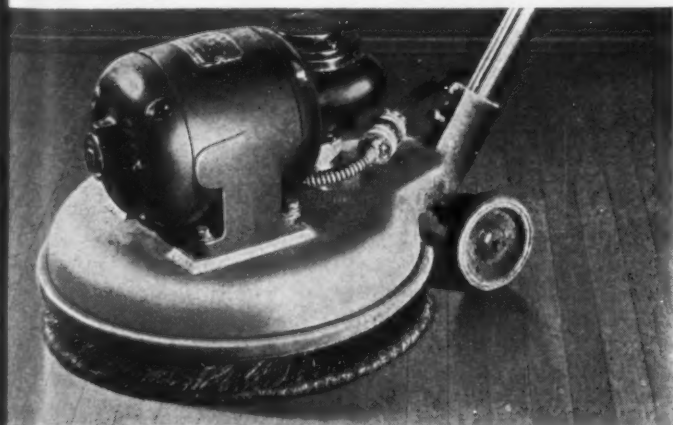
For a "Mighty Smooth" finish on any surface—wood, metal, pottery, or other materials, Sun Ray Steel Wool products have long been the choice of craftsmen in many fields. Sun Ray products exemplify the highest quality steel wool . . . in its most convenient form.



Sun Ray Steel Wool products are made to insure faster action and more efficient performance. Because of the orderly placement of the fibre strands, better control of the work is assured, giving uniformly excellent results. This is particularly important in work which requires a very high degree of craftsmanship. That's why Sun Ray products are enjoying wide-spread use in hotels, restaurants, hospitals and schools throughout the country.



Sun Ray Woolers are easy to apply to any disc type floor machine. Simply tilt machine and wheel to position over wooler, allowing brush to rest centrally on pad. These woolers never roll up or "bunch" or interfere in any way with the smooth operation of the floor machine.



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Sun Ray Layer Built pads are made from long strands of precision-cut steel wool . . . and these strands are parallel, thus insuring faster cleaning and polishing action on any surface.



heating unit is 100 per cent recirculated from the room.

- In gravity warm air heating systems, return air ducts should be insulated against any high temperature source of heat. If this is not done, the returning air will be heated before reaching the furnace and this will reduce the ability of the system to circulate air by gravity.

- If a cast-iron furnace is used in conjunction with a gravity warm air heating system, the joints between the castings of the furnace should be reset and recemented every three or four years by a reputable heating contractor.

- The motor and blower bearings of a forced air heating system should be oiled at least once each season.

- The flues and heating surfaces of an air heating system should be cleaned of soot periodically to maintain highest efficiency. A deposit of soot on heating surfaces may reduce the over-all efficiency of the heating plant by as much as 5 per cent.

- A hot water storage tank should be thoroughly insulated to reduce the loss of heat from water to air.

- All leaky hot water faucets should be repaired to eliminate waste of both water and heat.

- If it is found necessary to allow water to run during cold weather to prevent freezing of pipes the defect in the piping system should be repaired. The application of insulation at the correct points will usually eliminate the necessity of running the water.

- Appreciable savings in fuel may be effected by the maintenance of the lowest practical temperatures within the heated structure.

- All heat supplied to unoccupied spaces should be reduced or turned off. If there is danger of damage by freezing in such cases, a temperature slightly above freezing may be maintained. The simplest means of shutting off radiators in unoccupied spaces without causing damage to them or to the piping is to cover them.

- If a structure is to be unoccupied for several days, the temperature may be reduced to 45 or 50° F. If it is reduced much lower than this, there may be some damage from freezing of pipes in walls or plumbing.

- Thermostatic control should be installed, if possible, to prevent overheating and waste of fuel.

- If automatic fuel is being used for heating, the percentage of carbon di-

oxide in the flue gases should be checked by a heating contractor to ascertain whether or not the fuel is being fired with maximum efficiency. The chimney draft and the stack temperature should also be checked. For best results all of these determinations should be made by instruments.

- Heating installations firing automatic fuel should be equipped with automatic draft regulators in the stack for maximum efficiency. Without such device, it is impossible to set any installation for maximum efficiency under all conditions as the stack draft will vary considerably with changes in outdoor temperature and wind velocity.

- The fuel input to an automatic heating installation should be adjusted to the lowest practical value which will satisfy the heating requirements during the coldest weather.

- If the heating surface of a boiler or furnace is insufficient to satisfy the maximum heating requirements and still maintain reasonable efficiency, it may be possible to increase the heating efficiency of the installation by the use of a fuel saver.

- If hand firing of coal is used, care should be taken that firing results in a minimum waste of fuel.

BETTER PLANT PRACTICES

War-Time Purchasing

While standards for certain school equipment are necessarily lower owing to the exigencies of war, purchasing procedures in school systems throughout the country have not been too seriously affected thus far, it is revealed in a recent survey. Mops, brooms and floor brushes are not what they used to be—nor are gasoline, coal and oil.

Wood furniture is being substituted for steel and no replacements whatsoever are possible in school buses. They simply aren't available. The practice of buying for the full school year is still being followed with deliveries made immediately or at stipulated intervals. There is one point on which practically every school business official agrees: regulations have complicated purchasing.

Business About as Usual

"War-time purchasing procedures in The Dalles, Ore., have not been greatly

affected," Supt. Paul R. McCulloch reports. "We find some items that are difficult to obtain but the only one that is definitely unobtainable is the school bus.

"In most items, including paper, instructional supplies and fuel maintenance supplies, purchases are made for the entire school year. Ordinarily, better prices are obtained in buying by larger quantities so the year period was decided upon. It is most convenient to call for bids once during the school year. As some types of merchandise are scarce, we lay in a year's supply whenever possible.

"In most cases purchasing is done by contract for the full period and deliveries are made either at stated intervals or at one time, depending upon the commodity to be stored. If the correct estimate is made of the quantity of supplies and material needed, much duplication of effort is eliminated by purchasing for a year or half year.

"We have not found it necessary or

expedient to lower standards of specifications for any item to date. While some materials may not be up to standard (we know our floor seals are not), we have not yet substituted materials for those originally purchased."

Some Standards Lowered

Supt. A. J. Gibbons of Manchester, N. H., normally makes purchases for a full year period and, even in war time, he is purchasing by contract for the year with immediate delivery. Standards of specifications on a few orders have been necessarily lowered. He is, for example, purchasing wood furniture as a substitute for steel.

Replacement Parts Are Problem

A comprehensive picture of the purchasing procedure in Montgomery, Ala., is supplied by Walter T. McKee, assistant superintendent. He says:

"First, it should be explained that purchasing procedures in our school system vary according to the size of the system. We work under the county unit system, which includes the city of Montgomery with about 80,000 population and the rest of the county,

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which has a small population. There are 78 schools in the system ranging from a few one teacher schools to a senior high school in the city with approximately 70 teachers. Approximately 22,000 school children are enrolled in the county and city schools.

"We also have to purchase equipment, fuel and repair parts for a fleet of 45 school buses which serve the rural areas. Some purchases are made by the schools individually for certain items, thus allowing extra equipment and materials above the minimum furnished by the county. This is done with funds

raised at the local community schools.

"All standard items that are not likely to be changed and items for which the year's needs can be fairly accurately anticipated are purchased on the yearly basis. We find that we get much better prices by this method and we are fortunate in having a large warehouse in which to store items of this type.

"We purchase, when practical and possible, by contract for a full year when storage is possible and safe. For items such as motor oil, floor oil, disinfectant and paint, we contract for the

year but deliveries are made throughout the year. Gasoline is purchased in tank car lots from the lowest bidder to be delivered at one time. Quite a large number of items in which it is impossible to anticipate needs in advance, such as certain types of valves, parts for radiators, library books and laboratory equipment, are bought at intervals.

"We find much less trouble in getting items that we can purchase for a year because we can put the order in soon enough in the spring to ensure fall delivery, but parts for broken down equipment necessitating immediate replacement are the problems.

"We have had to lower standards on such items as mops, brooms, floor brushes, gasoline, coal and many others. Wood in tablet arm chairs and folding chairs is a war-time necessity as are wood filing cabinets and retreaded tires.

"We are fortunate to have a well-organized state purchasing department located in Montgomery and we are able to buy many of our articles directly through the state, thus getting the benefit of state prices, which in many cases are lower than any price we can obtain.

"We have found that competitive bidding has been a big help in reducing the price of whatever item we need to buy. Where an item has to be purchased hurriedly, we find that if we call two or three concerns we usually save more than enough money for the trouble involved. However, we do not subscribe to the philosophy that the cheapest article by unit is always the cheapest purchase in the long run."

Watch Those Drips

Watch for waste in water from leaking plumbing fixtures. Such warning is part of the war conservation program. Those drips that are so frequently overlooked mean not only a waste of water but also a waste of fuel, to say nothing of the waste of power and manpower to pump it.

Some revealing facts on the subject are presented by an authority. "It is estimated that a 1/32 inch faucet leak (pinhole size) wastes around 76,000 gallons yearly. If this is a hot water faucet, then the fuel wasted heating 76,000 gallons costs approximately \$27.65, using coal at \$7 a ton; \$38, using oil at 6 cents a gallon, and \$50.63, using gas at 75 cents per thousand cubic feet. A leaky toilet alone can cost \$5 in water bills quarterly."

It would be bad enough if neglected leaks merely wasted water and fuel. They do more, however; they ruin irreplaceable plumbing fixtures. Those insistent drips eat away valuable brass surface and parts for which only makeshift substitutes are now available.



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WILLIAM J. HAGENY

Supervising Principal, Haldane Central School
Cold Spring, Putnam County, New York

Education Week Comes ALIVE

AMERICAN Education Week stage presentations for the public can be made far more effective by using the public address system, motion pictures, sound effect records, stereopticon machine and stage technics welded into a program pattern of the "living newspaper" style.

For the last five years Haldane Central School of Cold Spring, N. Y., as a highlight of American Education Week has presented just such a program annually to enthusiastic community audiences.

The production usually consists of a continuity script, spoken over the auditorium loud-speaker by means of a microphone backstage. This script forms a basic pattern for the various parts of the production and also enables the staff verbally to set a stage scene that might otherwise be merely an act by a school group. In this way, diverse parts of a program, such as songs by the high school chorus, can plausibly follow stereopticon slides of educational statistics.

Movies Change Pace

Motion pictures can successfully bridge parts of a program and also can be used to hold an audience while different school groups, such as band and chorus, are exchanging places backstage. Depth and color can be given to the story line of a presentation by quick and skillful interspersing of a film or part of a film of relevant material.

Songs by school groups can be dramatically highlighted by the old stage device of projecting a motion picture scene, using a wide focus on the backstage drop of the stage set. For instance, the singing of "Anchors Aweigh" could be dramatized by using part of a film showing a battleship in a rough sea. Technicolor films of a historical nature can be used effectively for patriotic finales.

Slides for Statistics

Stereopticon slides with explanations over the loud-speaker constitute a good medium for presenting educational statistics, such as the increase in public school enrollments or the decrease in illiteracy in the United States. These prepared slides can be purchased.

Sound effect records and dramatic transcriptions offer effective dramatization for songs by the high school chorus. Such records, for use on ordinary phonograph turntables, can be obtained from companies that stock phonograph reproductions of every conceivable noise, sound or background music.

Various recording companies also have available transcriptions of historically important speeches, reproductions in whole or in part of historical plays or scenes and recordings of historical radio plays. For instance, several years ago the "Ballad for Americans" song, as presented by the high school chorus in an American

Education Week program, was made more effective by an inserted dramatic episode of a tableau figure of Lincoln with the words of the Gettysburg Address spoken by Charles Laughton via the phonograph and loud-speaker. Another year a patriotic song medley was highlighted by a spotlight scene of Valley Forge with dialogue by Orson Welles and company from records played over the public address system.

A song dedicated to the air corps is effectively highlighted by sound effect records, such as a sound effect of a diving airplane. A sound effect record of an air raid, complete with diving planes, bomb noise, shattering of glass and sirens, was used in our program last year to add realism to a scene depicting the work of an air-raid control center.

Spotlights a Novelty

Another transitional device used to tie together various parts of an American Education Week program is the device of a spotlighted group in front of the audience and to the right or left of the stage. This group could be a three or four character schoolroom group, complete with desks and books. Explanation and interpolation of the various scenes on the stage can be carried on by characters in brief blackout scenes in front of the stage. This device was used with success in the "American Jubilee" show of the world's fair.

Production themes for such pro-

Class gone to Africa ...back in 10 minutes

Miss Miller's geography class is off to Africa with Count Byron de Prorok, famed archeologist of thirty far-flung expeditions.

"Ancient Trails in North Africa" is more than a pleasant travelogue. It reveals the history of man in this forgotten part of the earth... traces his development from antiquity to the present day. Count de Prorok toured army camps to lecture and show this film to troops preparing for the African invasion.

"Ancient Trails in North Africa" is now available from the B&H Filmosound Library, for your use in supplementing regular classroom work.

The already huge list of Filmosound Library titles is being augmented almost daily by Government films. One of the finest thus far is "Wings Up." It's the fascinating story of the U. S. Air Corps Officer Candidate School. You'll be inspired by the caliber of the men and the "brass tacks" practicality of their training. It's a grand film for American Education Week, Nov. 7-13. The theme of the observance this year is "Education for Victory," ideally symbolized by this great film. Clark Gable does the commentary.

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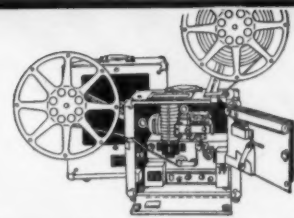
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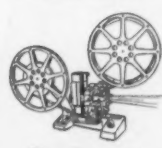
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grams can be timely, interpretive of the current scene and dramatic. The 1942 American Education Week program at Haldane Central School was called "America at War" and featured the working of a civilian defense control room. For the staging of this, civilian defense groups co-operated in a dramatic presentation of what happens at the control center during an air-raid alert. This sketch was complete with plane spotters, ringing telephones, sound effects of diving planes and a recording of the

sounds heard in an actual air raid.

In 1941 a program called "I Hear America Singing" was staged. This title was derived from the works of Walt Whitman and served to introduce a program of vocal and instrumental music of a patriotic type by the high school chorus and band. A Valley Forge tableau and a tableau dramatization of Lincoln's speech at Springfield, Ill., used recordings over the public address system. The former was from a Washington's Birthday recording by Orson Welles

and the latter was a recording by Raymond Massey. Also, a film called "The Yanks Are Coming," composed of scenes from World War I, helped to dramatize a group of songs.

In the 1940 American Education Week program, the Robinson-La-Touche "Ballad for Americans" featured the program. This song is a natural for an American Education Week program and lends itself to a fairly easy but extremely colorful costuming, as the ballad concerns various periods of American history and racial and occupational groups.

A good example of this microphone, film and recordings type of stage presentation was the mammoth "Fun to Be Free" pageant presented in Madison Square Garden in 1941 by the Fight for Freedom Committee. The various "living newspaper" presentations of the W.P.A. stage group in New York City also used this technic with success.

For schools that wish to present an American Education Week program featuring various cross sections of a school's instructional groups, a fairly simple but effective stage device is to use a spotlighted half stage for one group while the group to follow is being arranged on the dark half of the stage. A good-sized flat piece of scenery painted black will divide the stage in the middle.

In this way various school groups that lend themselves to a stage presentation, such as a typewriting class typing to music, an arithmetic class in a mental calculation drill or a physical education drill team, can be presented in quick succession.



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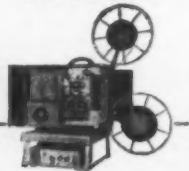
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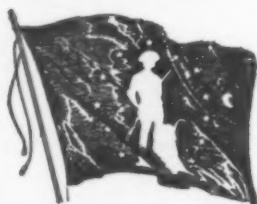
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THE NATION'S SCHOOLS

CHALK DUST

Story of the Month

I CAN vouch for the truth of this story, Mr. Editor, because it happened to me personally. Therefore, all suits for slander that may be brought against you by suspicious school administrators are without foundation.

The story: Two board of education members were comparing notes on their former superintendent who had leaned toward the "progressive" (that's me) and the new "conservative" incumbent (that's the lug who took my place).

Said one: "After all, Doctor M. handled one matter pretty well. In all my visits to the school, I never saw a single word scribbled on the walls or in the toilets. Since he left, there has been quite an epidemic of writing on the walls."

"That's true," said the second board member a bit sourly. "Since M. left, the kids are learning to write."

MEAN TENURE

ACCORDING to recent educational research one of the most alarming trends in school administration is the frequency with which administrators change their positions. It is estimated that the mean (and we mean mean) tenure of the average superintendent of schools is three years more or less, depending upon the size of the community and the fact that little Cuthbert failed his mathematics. Let us qde:

Ode to a Moving Van

O Mother, call the moving van to come and get their load, for once more Papa's on the pan and we must hit the road. We have tarried since September, a rather longish stay—but now it's time to say good-by, so let's be on our way.

Is it Father's latest budget which makes us emigrate or was it Father's speech that proved the school was out of date? Was pater's building program a trifle grandiose or when they wanted peace, did Papa get too bellicose?

O Mamma, call the moving van, for we have got to go. No more will Mrs. Murphy spoil our evenings with her woe; no more will Mr. Smithers use the phone for twenty hours while Father misses dinner and his disposition sours.

Hurrah! Here come the moving men

to aid in our egress, for Father is "progressive" and progressives must progress. What though our beds are broken, our furniture threadbare! We get "activity," by gosh, in going from here to there.

Poem of Pep

THE superintendent views his world with dull, lack-luster eye, for 27 Waves have ebbed and left him high and dry; his agricultural teachers have deserted for the plow and his social studies experts are in the Army now.

No jests or wisecracks fill the halls where once the sweepers swore. The erstwhile janitors are busy riveting for war. No tinnabulation rises as the plumbers play, for plumbers plumb the tanks of war a thousand miles away.

And yet the work of teaching kids was never needed more, for kids and education cannot wait for peace or war. What though the lack of teachers and supplies is raising hob? Just grin and buckle down, old boy, and get on with the job.

News Items

THE U. S. Office of Education, which has been housed in the splendid new Interior Building in Washington, has just been moved to 'Temporary M' building while Mr. Ickes brings in a temporary gang to administer oil and gasoline in the erstwhile Office of Education.

"O Education, where is thy place?"—Bulletin, National School Service Institute.

REVISED FOLK LORE: You can catch more flies with oil than with education!!

GIFTS to Wayne University, Detroit, include a grant of \$3500 from the Doughnut Corporation of America, to be utilized in conducting investigations for the purpose of increasing the nutritive value of doughnuts.

Subject for a Doctoral Dissertation: Improving the Dough in Doughnuts!!

Frederick J. [Signature]

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NEWS IN REVIEW

Regional Conferences for A.A.S.A.

Because hotels in every large city in the United States are booked to capacity and railroad trains are crowded, it is impossible for the American Association of School Administrators to hold the usual type of national convention in February 1944. In its stead, the executive committee is planning a series of regional conferences. Arrangements have already been completed for four of these meetings, as follows: Seattle, January 10 to 12; Atlanta, February 15 to 17; New York, February 22 to 24; Chicago, February 28 to March 1.

If possible, one or two additional conferences will be scheduled west of the Mississippi.

Each conference will have five general sessions with two periods allotted for smaller discussion groups. "The People's Schools in War and Peace" will be the general theme for all conferences. Among the subordinate topics to be discussed are: "Morale for a Free World," which is the topic of the 1944 Yearbook; "Education and the People's Peace"; "Protecting Home Rule in American Education"; "Financing Education in the Postwar Economy," and "What's Right With the Schools in 1944?"

Announcements of the regional conferences will be mailed to members as soon as plans are completed. At past conventions it has been the custom of the association to extend invitations to other groups to attend its professional programs. Because of war-time conditions of housing and the limited seating capacity of hotel ballrooms in which the meetings are to be held, it is necessary to confine attendance to those who hold 1944 membership cards of the American Association of School Administrators.

Postwar Planning Made Real

The New York State postwar public works planning commission has approved projects costing nearly \$6,500,000 for peace-time construction. Most of the projects are for educational purposes and include a new \$2,600,000 state agricultural and industrial school at Industry and new classroom buildings, gymnasiums and auditoriums for Fredonia State Teachers College, Cornell and St. Lawrence universities.

Earlier Closing No Advantage

The increasing number of high school pupils in Providence, R. I., who engage in part-time work after school raised the question in that city of changing school hours so as to reduce the number now working during shift hours likely to affect their health and studies.

This, in turn, raised the question as to what a return to the original 8.30 a.m. to 2.30 p.m., instead of the present 9.30 a.m. to 3.30 p.m., schedule might do to the city's transportation problem. A survey of high school transportation was, therefore, made for the public school department by the Providence war transportation committee in cooperation with the governor's commission on metropolitan transportation. The findings are given in a 31 page report.

A study of the pupil employment situation showed that 36 per cent of the pupils in the four local high schools are employed after school. An earlier closing of the schools would probably result in additional numbers working at hours that would interfere with their regular mealtimes and studies.

With regard to the transportation situation, it was found that an 8.30 a.m. opening hour would raise the morning transit peak, overburden several transit lines and result in a most inefficient use of public transportation facilities.

The recommendations are that the present 9.30 a.m. opening hour be retained; that pupils be redistributed so that they attend high schools nearest their homes and thus eliminate inbound cross-

town travel in the morning rush hour, and that an educational program be prepared and conducted encouraging pupils to walk to school, especially those living within one mile of their buildings.

Teachers at 181

Eighteen year olds will teach in many South Carolina public schools. The state department of education says that it will issue certificates to these youngsters as "good for the duration only."

Schools Open, Labor Loses

The return of pupils to school caused a 1,600,000 decline in the labor force of the country, according to a report from the Census Bureau October 6. Unemployment, said the report, fell to the lowest level ever recorded. Statistics were based on figures for the period of September 5 to 11.

Youth Council Reports

The Youth Advisory Council in Great Britain in a recent report recommends that the age of leaving school be raised to 16 and that young people's working hours be reduced to a maximum of forty-four weekly for those under 16 and forty-eight hours for those between 16 and 18, with a maximum in peace time of forty-four hours for all.

WASHINGTON NEWS

By EVA ADAMS CROSS, Special Correspondent

Lanham Act Amendment Proposed

Representative Mary Norton in an attempt to forestall House passage of the Thomas Bill, S. 1130, embodying a war area child care program which was passed by the Senate last June, has introduced an amendment to the Lanham Act that would empower the Federal Works Administrator to "establish and operate" child care centers.

The Thomas Bill covers a wider range of activities than does the Lanham Act by providing foster home care for children under 2, a counseling service to working mothers and before and after school care of children.

According to Dr. Martha Eliot, associate chief of the Children's Bureau, the Thomas plan is based on federal-state cooperation, with the federal government providing expert knowledge of procedure and half the funds and the states providing experienced administration plus the other half of the funds. The demarcation of function is clear. State agencies would approve standards drawn up by the states. From local community,

to state, to federal government is the line of administration proposed. Unified state programs have already been formulated by 42 states and local plans are ready to be put into operation.

Organizations supporting the Thomas Bill include nine leading women's organizations, the Children's Bureau and the U. S. Office of Education.

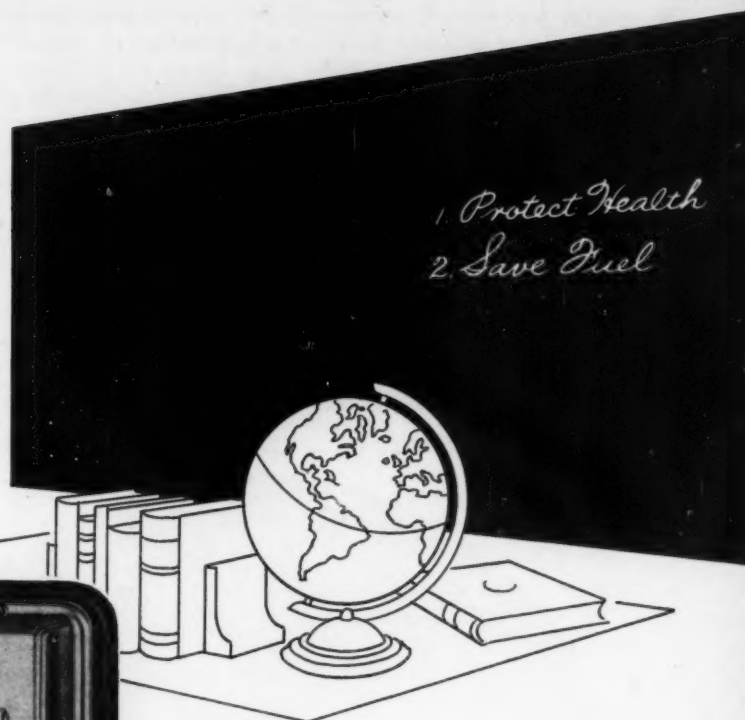
How to Get Food for Group Meals

O.P.A. explains how organized groups, such as parent-teacher associations, may obtain food for serving occasional meals under rationing regulations.

One method is to have persons sharing a group meal contribute the food. Another is to use more unrationed foods, and a third is for persons sharing a meal to contribute ration points to provide the food.

If none of these procedures is feasible, groups may apply to ration boards for necessary points. These will be granted if the petitioning group served a meal for a similar occasion between January 1942 and February 1943. If no

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such meal was served, points will be granted provided each person is charged for his share of the food served. The number of points granted is based either on the point value of the food served on the former similar occasion or on an estimate of the number of persons to be served.

Enough Milk for School Needs

Although federal control has been established over fluid milk sales in some 13 eastern and midwestern metropolitan areas, schools should have no difficulty in getting enough milk to meet their

requirements, says an official of the Department of Agriculture. Responsibility for quotas is placed on local dealers who are responsible for fair distribution of supplies in their markets.

In the event of short supplies, essential needs will be met first. In each area there is a committee of dealers to which a school may appeal in case further protection in their milk requirements is needed.

Lunch Programs Need Volunteers

Volunteer O.C.D. officers are urged to offer their assistance to schools in ob-

taining volunteers to help out with school lunch programs. With the liquidation of W.P.A., many such programs will have to be discontinued otherwise.

The volunteers needed are persons who have had experience in marketing and planning and cooking and serving, as well as others willing to work under supervision.

School Lunches Get Federal Aid

The 1943-44 school lunch program, F.D.A., bulwarked by \$50,000,000 of federal funds, expects to have some 75,000 school lunch projects in operation, according to the U. S. Department of Agriculture. The government will pay a specific part of the food cost of federally assisted school lunch projects but the equipment, labor, supervision and supplementary food must be furnished by state and local agencies and civic groups.

When a school is unable to serve an adequate lunch without such assistance, W.F.A. will reimburse in cash school-lunch sponsors who have entered into an agreement with this agency for a part of the cost of the food.

New Juvenile Court Clinic Opened

A step toward the prevention of child delinquency was taken in Washington, D. C., October 1 in the opening of a juvenile court clinic, viewed by many as a model for the nation.

Dr. Stanley Geshell, director of the juvenile court psychiatric clinic, declares that though there are only half a dozen such clinics in the United States, they will come to be regarded as essential to all juvenile courts.

The clinic's goal, he says, is to diagnose and treat personality disorders in their earliest stages when they can often be prevented from progressing.

War Emergency Teaching Permits

Eight times as many war emergency teaching permits were issued by state departments of education last year as the preceding year, Dr. Benjamin W. Frazier, senior specialist in teacher training, U. S. Office of Education, reports.

Permits issued in 1942-43 totaled 38,285; those issued in 1941-42 totaled 4655.

Aid for Boilers, Heating Tanks

Simplification and standardization of porcelain-lined range boilers and hot water storage tanks have been announced by W.P.B. in amendment to Order L-199, Plumbing and Heating Tanks.

The action permits the release from inventory of copper and copper base alloy, monel metal and stainless steel range boilers for replacement for existing similar installations, with the pro-



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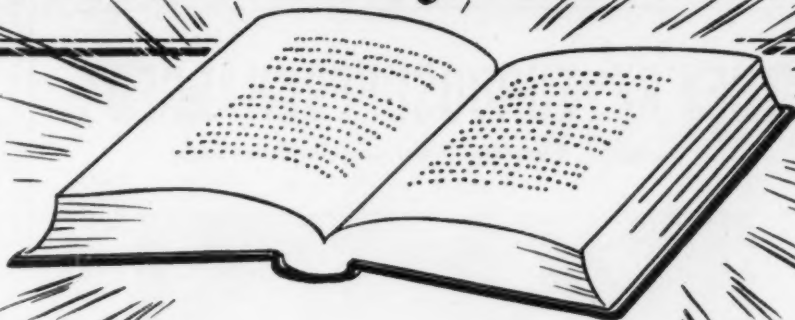
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GENERAL  ELECTRIC

vision that the replaced tank is of non-ferrous metal and that the replaced tank will be delivered to an approved scrap dealer.

Permission to release all metal supports in inventory and to resume production of cast-iron boiler stands was also granted by the revised order.

More Mechanical Pens and Pencils

To implement production of fountain pens, mechanical pencils, pen nibs and wood-cased pencils and penholders for essential requirements, L-227 was revised and L-227-a and L-227-b were issued September 20. Production for general distribution will be on the basis of a percentage of each manufacturer's 1941 production.

Restrictions on Photo Equipment

Order L-267 of September 20 brought production and distribution of photographic and projection equipment and parts under restrictive control. Both will be subject to W.P.B. approval. Consideration will be given to needs of educational institutions for vocational training.

Items produced under the order will not be immediately available pending quota approval and planning by manufacturers. Delivery of equipment will be subject to approval on Form WPB-1319.

Technical Occupations Studied

John W. Studebaker, U. S. Commissioner of Education, has appointed a 26 man consulting committee on vocational technical training to gather and distribute information on training for technical occupations.

J. C. Wright, assistant U. S. commissioner for vocational education, is head of the group which includes representatives of industry, labor, business and several fields of education.

A working committee of 12, with Lynn A. Emerson as chairman, has been named within the consulting committee. It will gather data and present recommendations for consideration by the larger group. Industrial and school surveys are planned.

The committee will explore recent technological developments in industrial, business, distributive and agricultural occupations.

Army-Navy Qualifying Tests Set

The next qualifying tests for the Army specialized training program and the Navy college program will be held in high schools and colleges throughout the nation November 9. The Army-Navy college qualifying test (A-12 in the Army and V-12 in the Navy) is open to male high school seniors in their last semester and graduates who will reach

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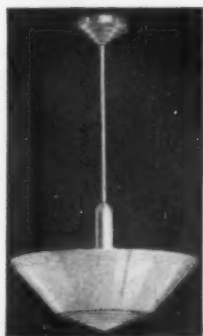
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Laboratory Purchases Simplified

As of October 1, Limitation Order L-144 was revised so that all laboratory supplies and equipment, except for items on List A, may now be obtained from laboratory supply houses without filing an application. Instructional laboratories are to use the AA-2 rating assigned by P-43 to purchase their requirements. Items on List A of L-144 cannot be delivered except when specific release has been obtained on Form WPB-1414.

Any school or college operating under CMP Regulation 5A which purchases maintenance, repair and operating supplies for its laboratory under P-43 is required to segregate such purchases. Otherwise, the quantity restriction as set up in paragraph (f) of CMP regulation 5A remains in force covering such purchases.

Purchase orders to laboratory supply houses are to bear the certification found in paragraph (d) (i) of P-43. Orders for items on List A, if approved, are to bear, in addition, the certificate found in paragraph (d) (2) of L-144. These

two certifications are necessary only when purchasing an item on List A.

Wage Increase for Custodial Workers

The University of Pennsylvania, Philadelphia, was directed by the National War Labor Board, September 11, to grant increases averaging 4 cents an hour to maintenance and custodial workers to correct substandards and to bring their rates into line with going rates for similar occupations at other universities in and around Philadelphia. The increased rates which ranged from 42 cents to 60 cents an hour are retroactive to December 10, 1942.

The classifications listed in the order of the War Labor Board for which wages were increased are: helpers, janitors, guards, watchmen, gardeners, day women, night women, women attendants.

Illiterates Given a New Chance

A program for community classes to aid illiterate selective service registrants in passing intelligence tests at induction stations is the joint project of the U. S. Office of Education and the Selective Service Bureau of the War Manpower Commission.

Illiteracy ceased to be a reason for rejection on June 1 when intelligence tests were substituted for literacy tests. Men rejected as illiterates prior to that time may now become acceptable on passing the new intelligence test.

When literacy classes have been established in a community, local boards will direct illiterate registrants to certain meeting places for the purpose of determining the levels of their educational skills by devices provided by school officials. Registrants who do not possess at least fourth grade reading and writing skills should enroll in classes. Local boards can assist school officials in registration and in the maintenance of continuous attendance in classes.



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INSTRUCTION

Safety Education Being Studied

The American Association of Teachers Colleges and the National Safety Council have pooled their resources to discover what teachers' colleges should do to prepare teachers for safety education responsibility.

Fifty member colleges in 28 states helped prepare a questionnaire for determining the status of safety education in these colleges. A report on the status of safety education based on the findings should be ready in early spring.

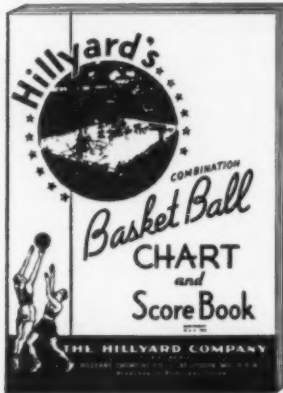
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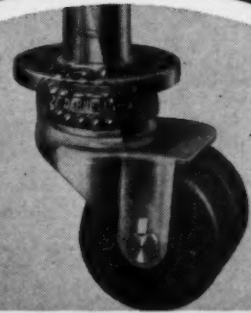
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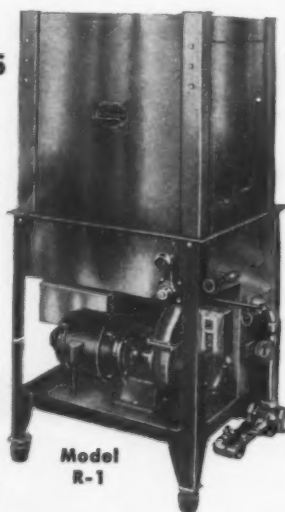
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7. Keep inside of machine clean.
8. Keep pump clean and in good working order.
9. Lubricate properly.
10. Open and close doors carefully.
11. Don't put off repairs.
12. Make periodic inspections of electrical hookups.
13. Don't let dirty water stay in machine for long periods.



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R-1

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published White Paper. A special section was devoted to religion in national education. The paper states: "There has been a very general wish, not confined to representatives of churches, that religious education should be given a more defined place in the life and work of the schools, springing from the desire to revive the spiritual and personal values in our society and in our national tradition."

PUBLICATIONS

Geographic Bulletins Aid Teachers

The National Geographic Society is once more offering its "Geographic School Bulletins" as an aid to war-time teaching in supplying background information regarding places and peoples now in the news. Each issue contains five brief factual articles and seven illustrations or maps. They are published for thirty weeks of the school year and are available to teachers upon request and the payment of 25 cents to cover mailing charges.

Here's Cooling System Information

"Cooling System: Cleaning, Flushing, Rust Prevention, and Antifreeze" is the title of a 26 page booklet prepared for the vehicle maintenance section, division of motor transport, O.D.T., by the maintenance methods' coordinating committee of transportation and maintenance activity of the Society of Automotive Engineers, Inc.

New Publication for Educators

The U. S. Office of Education has published a new 38 page booklet entitled "Some Considerations in Educational Planning for Urban Communities," written by Katherine M. Cook, chief of the division of special problems. It is designated as leaflet No. 66.

MEETINGS

Press Group Elects Officers

The following officers have been elected by the Educational Press Association of America for 1943-45: Lawrence Prakken, president; Bernice Gestie, vice president; Lyle W. Ashby, secretary-treasurer; C. O. Wright, member of the executive committee.

Federal Aid Legislation Asked

A resolution embodying principles that the American Federation of Teachers believes should be incorporated in federal aid legislation was unanimously approved at the A.F.T. convention.

The resolution calls for legislation



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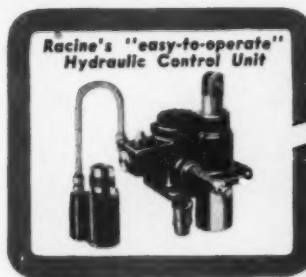
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Other Racine Metal Cutting Saws in capacities 6" x 6" to 20" x 20" are also available.

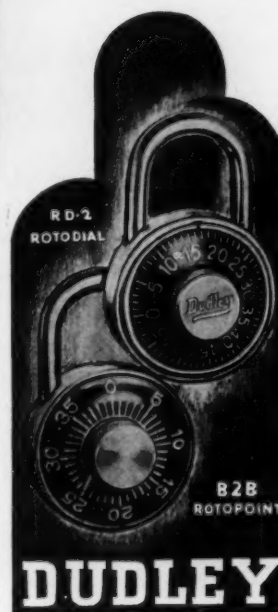
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Or ask us. Tell us your needs. The locks illustrated are only a part of the Dudley line which includes master-keyed combination padlocks and built-in locks. We can supply your needs on proper priorities.

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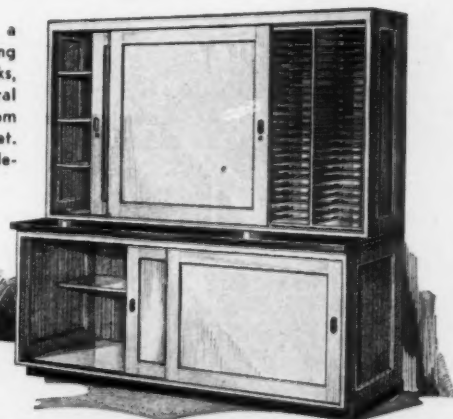
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which will provide federal aid to states to enable them to maintain schools. It asks that provision of such aid be included in a bill separate from the bill granting emergency aid; that the funds be distributed on the basis of relative needs of the states; that they be distributed in keeping with state laws, and that they be applied to the well-being of all children.

The resolution asks further that the following minimum essentials be written into the law granting such aid to the state: (1) all funds to be distributed so as to protect minority groups or races; (2) the plan of distribution adopted

within each state to be made public before funds are distributed; (3) each state to be asked to work toward a minimum entrance salary of \$1500 a year for every professionally trained, properly certified teacher; (4) a minimum length of school year to be established; (5) statutory protection of tenure of employment for teachers to be assured.

The introduction of adult education in all states is also sought.

Confer on Senior Pupils' Problems

An important war-time school conference was held in Cincinnati in October

when officials of the Army and Navy and other war agencies met with state supervisors of occupational information and guidance.

Called by Dr. J. C. Wright, assistant U. S. commissioner for vocational education, the meeting was held to discuss important recruitment and manpower problems as they affect high school pupils.

Among the questions considered were: the extension of war production training classes for seniors; the U. S. Cadet Nurse Corps program; the guidance and selection basis for pre-induction training; current military in-service training for boys in vocational and secondary schools; postwar adjustment, military and civilian.

MISCELLANEOUS

National Humane Education Contest

The American Humane Education Society announces a new annual contest open to educators for the most outstanding contribution to humane education. The award will be a gold key, to be known as the National Humane Key, inscribed on one side with the name of the winner, and \$200 in war bonds or cash.

Entries may include projects, plays or stories based on a humane theme, original methods of teaching humane education and theses. This year's contest closes April 30, 1944. Entrants should write to the National Humane Key Committee, 180 Longwood Ave., Boston 15, for entrance blank and rules.

Newspaper Has Special School Issue

The *Anthony Republican*, Anthony, Kan., observed the opening of the new school year in the territory which it serves by getting out a 14 page special edition devoted to the schools, their personnel, athletic teams and various school organizations.

Superintendent's Bookshelf

PREFACES TO PEACE, A Symposium. Cooperatively published by Doubleday, Doran & Co., Simon and Schuster, Inc., Reynal and Hitchcock and Columbia University Press.

THE FREEDOM TO BE FREE. By James Marshall. John Day Publishing Co.

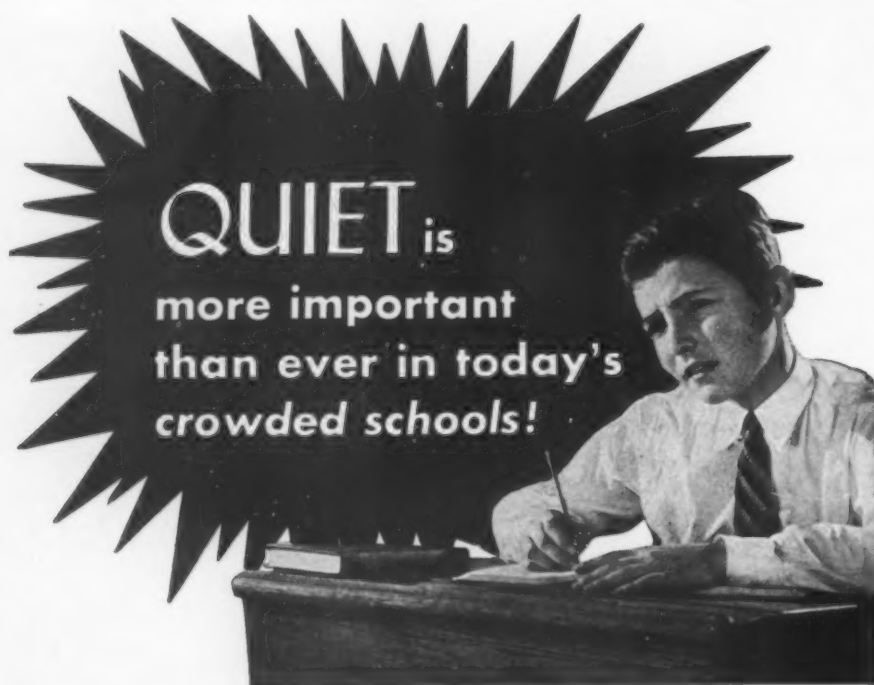
REFLECTIONS ON THE REVOLUTION OF OUR TIME. By Harold J. Laski. The Viking Press.

LATIN AMERICA. By William L. Schurz. E. P. Dutton & Co.

UNDER COVER. By John Roy Carlson. E. P. Dutton & Co.

THE NEW BELIEF IN THE COMMON MAN. By Carl J. Friedrich, Little Brown & Co.

ILL FARES THE LAND. By Carey McWilliam. Little Brown & Co.



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IT is a well-known fact that concentration is nearly impossible in the midst of interrupting noise. And today, with schools overcrowded... classes doubled up... courses accelerated... nerves on edge... the need for acoustical Materials in our schools and colleges is greater than ever before.

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The Nation's Schools

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NAMES IN NEWS

Superintendents

Homer W. Anderson, on leave from the superintendency of schools in St. Louis and for the past year director of the education section, War Finance Division, U. S. Treasury Department, has been named acting superintendent of schools at Newton, Mass. Doctor Anderson succeeds **Julius E. Warren**, now on leave of absence to serve as commissioner of education for Massachusetts. The former state commissioner, **Walter**

B. Downey, has returned to his school principalship in Boston.

Homer M. Davis has resigned as assistant superintendent of schools in Seattle and, at his own request, is principal of the Edmond S. Meany School. He is succeeded by **Frank M. Brock**.

O. F. Shepard, president of the Punahou School in Honolulu for the last fifteen years, has resigned to return to Milton Academy in Massachusetts. Mr. Shepard came from the academy to the Punahou School in 1929.

Harry Magee, a high school teacher at Kemmerer, Wyo., is the new superintendent at Big Piney in the same state.

Robert Anderson, formerly of Hillsdale, has been selected as the new superintendent at Sundance, Wyo.

Sam A. Moncla of Opelousas, La., was recently elected superintendent of schools at St. Landry in the same state. He succeeds the late **W. B. Prescott**.

Roland J. Carpenter, superintendent of schools at Presque Isle, Me., has resigned to accept the superintendency of schools at Bangor.

Rev. J. H. Mitchell has assumed the duties of superintendent of schools at Watson, Mo.

D. D. Burr, former principal of the high school at Slater, Mo., has been appointed superintendent of schools at Gilman, Mo.

Stanley Reser, former teacher at the Wyoming Boys' Industrial School, is the new superintendent at Ten Sleep, Wyo.

Rev. William E. Barclay has assumed the superintendency of schools for the Roman Catholic Diocese at Nashville, Tenn. Previous to this appointment, Father Barclay served for six years on the faculty of Father Ryan High School at Nashville.

Virgil M. Rogers, superintendent of River Forest, Ill., schools, has been elected president of the Progressive Education Association.

Principals

Henry W. Card of Hollis, Me., has been appointed principal of the high school at Brookfield, Mass., replacing **Seavey D. Morse**, who resigned to enter the manufacturing business.

William M. Barlow, principal of the New Dorp High School in New York City since 1938, is now principal of the Manual Training High School in Brooklyn.

Thomas F. Power, superintendent of schools at Worcester, Mass., succeeds **Walter S. Young**, who recently resigned because of illness.

Meryl D. Long is the new principal of the high school at Garnett, Kan. He replaces **F. D. Meeker**, now with the school system at Paola in the same state.

Ross A. Wagner, former teacher at the Fairmont High School, Dayton, Ohio, is principal of the senior high school at Birmingham, Mich.

George Staples has accepted the principalship of the high school at Richfield, Utah, to succeed **A. M. Maughan**, who resigned to take over the superintendency of schools in Millard County.

County Superintendents

C. M. Abernethy, for the last eight years superintendent of schools in Caldwell County, North Carolina, has resigned to enter the furniture business.

James F. O'Neil is the new principal of Classical High School, Providence,

AMAZING FACT No. 2 ABOUT M-D DUSTLESS BRUSH...



Above is a cross sectional view of metal reservoir, showing jets through which fluid is fed. The use of fluid eliminates sweeping compound, reduces germ laden dust, lengthens the time between scrubbing. It also keeps tufts pliable, reduces friction and greatly prolongs the life of the brush.

This "Dustless" brush is self-moistening. It has a metal reservoir which is easily filled with kerosene, or "Arbitrin", a specially prepared sweeping fluid. As the brush sweeps the fluid filters through the center row of tufts, making the best kind of sweeping compound out of dust on the floor. Independent tests by Health Authorities for a large number of schools have proved that this brush removes 97 per cent more dust from air than other sweeping methods.

The "Dustless" brush also makes for faster and easier sweeping and is constructed to outlast ordinary brushes three to one. Tufts are not just stapled but hand drawn into block with rust-resistant wire. They cannot come out or come loose. Pressed steel reinforcing back is clinched all around the block to prevent splitting. Handle is instantly reversible and adjustable to height of sweeper. There is a "Dustless" brush for every kind of floor. For complete information and prices, write direct to factory: Milwaukee Dustless Brush Co., 528 North 22nd Street, Milwaukee 3, Wisconsin.



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8-Student Chemistry
Table No. W-1791



STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACTS OF CONGRESS OF AUGUST 24, 1912, AND MARCH 3, 1933 OF THE NATION'S SCHOOLS, published monthly at Chicago, Illinois, for October 1, 1943.

State of Illinois } ss.
County of Cook }

Before me, a Notary Public in and for the State and county aforesaid, personally appeared James G. Jarrett, who, having been duly sworn according to law, deposes and says that he is the Business Manager of The Nation's Schools, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:

Publisher: The Nation's Schools Publishing Co., Inc., Chicago, Illinois.
Editor: Arthur B. Moehman, Ann Arbor, Mich.
Managing Editor: Raymond P. Sloan, New York, N. Y.
Business Manager: James G. Jarrett, Chicago, Illinois.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

The Nation's Schools Publishing Co., Inc., is owned by The Modern Hospital Publishing Company, Inc., Chicago, Illinois. The stock of The Modern Hospital Publishing Company, Inc., being owned by:

Dr. Otto F. Ball, Chicago, Ill. Raymond P. Sloan, New York, N. Y.
James G. Jarrett, Chicago, Ill. S. R. Clague, Chicago, Ill.
Joseph C. Doane, Philadelphia, Pa.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) There are no bondholders, mortgagees, or other security holders.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders, who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

J. G. JARRETT, Business Manager.

Sworn to and subscribed before me this 23rd day of September, 1943.
[SEAL] J. P. McDERMOTT, Notary Public.

(My commission expires Sept. 30, 1945.)

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Right now our Government requires every machine we can produce, but when the time comes, you can look forward to Holmes Projectors embodying the same advanced design and engineering skill that Holmes machines have always had. In the meantime, orders for parts will receive the best possible attention.

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R. I., succeeding Charles B. Paine, who retired in June.

Charles McCormick, truant officer of Campbell County, Kentucky, has been made county superintendent of schools for the duration of the war, succeeding Harry G. Dunn, now on leave of absence.

Private Schools

Brig. Gen. Earl McFarland has been elected superintendent of Staunton Military Academy, Staunton, Va.

Rudolph D. Lindquist, headmaster at Cranbrook School, Bloomfield Hills, Mich., has resigned to accept the superintendency of schools in Santa Barbara, Calif.

Miscellaneous

Wick S. Sharp, president of Pfeiffer Junior College, Misenheimer, N. C., has resigned to complete his doctorate. G. G. Starr becomes acting president until Mr. Sharp's successor is elected.

Worth McClure, president of the American Association of School Administrators, is spending some months in

England at the invitation of the Office of War Information and the British Ministry of Education to make a study of the contribution of the schools toward victory over the Axis.

Coming Meetings

Nov. 1-2—South Dakota Teachers Association, Aberdeen, Sioux Falls.
Nov. 3-5—North Dakota State Teachers Association, Bismarck.
Nov. 4-5—South Dakota Teachers Association, Pierre.
Nov. 4-6—Iowa State Teachers Association, Des Moines.
Nov. 4-6—Wisconsin State Teachers Association, Milwaukee.
Nov. 11-13—New Jersey State Teachers Association, New York City.
Nov. 16-18—Virginia State Teachers Association, Richmond.
Nov. 21-23—New York State Teachers Association, Rochester.
Nov. 26-27—Washington State Teachers Association, Yakima.
Dec. 3-4—Arizona State Teachers Association, Phoenix.
Dec. 27-29—Pennsylvania State Teachers Association, Harrisburg.
Jan. 10-12—American Association of School Administrators, regional conference, Seattle.
Feb. 15-17; 22-24; 28-March 1—American Association of School Administrators, regional conferences, Atlanta; New York; Chicago.
March 9-11—Mississippi State Teachers Association, Jackson.
March 17-18—Montana State Teachers Association, Helena.
April 15—Massachusetts State Teachers Association, Boston.

Vincent J. Linn, superintendent of the South Dakota School for the Blind at Gary, has been appointed vocational adviser in the Veterans Administration Facility at Sioux Falls. Samuel Van Voorhis of Huron, S. D., has been selected as Mr. Linn's successor.

Wayne Dick has been elected director of adult education in Seattle.

Ramy B. Deschner has been appointed president and member of the board of the Fred Medart Manufacturing Co. in St. Louis, makers of steel lockers, wardrobes and shelving. Mr. Deschner succeeds E. J. Medart who resigned.

Deaths

James B. Lease, superintendent of schools at Petersburg, Ind., for the last twenty-four years, died recently following a heart attack.

William Chandler Smith, founder of the bureau of adult education in New York State and first president of the National Education Association, died recently.

Lawrence H. VanDenburg, first president of the New Paltz State Teachers College, New Paltz, N. Y., died.

VISUAL TEACHING MATERIALS



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THE year 1943 promises to be the grimmest, hardest year this country has ever faced. Every effort, and every dollar of national income not absolutely needed for existence, should go into war work and War Bonds.

In the Pay Roll Savings Plan, America finds a potent weapon for the winning of the war—and one of the soundest guarantees of the preservation of the American way of life!

Today about 30,000,000 wage earners, in 175,000 plants, are buying War Bonds at the rate of nearly half a billion dollars a month. *Great as this sum is, it is not enough!* For the more dollars made available now, the fewer the lives laid down on the bloody roads to Berlin and Tokio!

You've undoubtedly got a Pay Roll Savings Plan in your own plant. But how long is it since you last checked up on its progress? *If it now shows only about 10% of the gross payroll going into War Bonds, it needs jacking up!*

This is a *continuing* effort—and it needs *continual* at-

tention and *continual* stimulation to get fullest results.

You can well afford to give this matter your close personal attention! The actual case histories of thousands of plants prove that the successful working out of a Pay Roll Savings Plan gives labor and management a common interest that almost inevitably results in better mutual understanding and better labor relations.

Minor misunderstandings and wage disputes become fewer. Production usually increases, and company spirit soars. And it goes without saying that workers with substantial savings are usually far more satisfied and more dependable.

And one thing more, these War Bonds are not only going to help win the war, they are also going to do much to close the dangerous inflationary gap, and help prevent post-war depression. The time and effort *you* now put in in selling War Bonds and teaching your workers to save, rather than to spend, will be richly repaid many times over—now and when the war is won.

You've done your bit  **Now do your best!**

This space is a contribution to victory today and sound business tomorrow by The NATION'S SCHOOLS

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No need to buy several different products for cleaning your different types of flooring. BRITEN-ALL will clean them ALL—will do the job alone—better, safer, and more economically than any floor cleaner you've ever used. Maintenance managers like the way BRITEN-ALL cuts cleaning time and costs... saves money... and restores floor appearance to sparkling, new-like beauty.

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- TILE... ASPHALT TILE
- COMPOSITION FLOORS
- Painted and Varnished Wood Surfaces

BRITEN-ALL is especially developed for better cleaning of all types of floors. It's a liquid—highly concentrated—that removes surface and embedded grime with amazing ease and speed. Makes floors really clean, sanitary and attractive with original lustre restored. BRITEN-ALL is as SAFE as it is efficient. Contains no acid, grit or anything to harm any floor, painted or varnished surface. Costs less to use because highly concentrated—more gallons of more effective cleaning solution per ounce. Try it.

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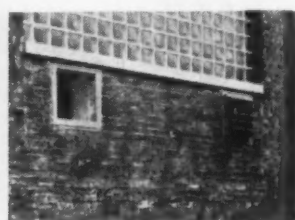
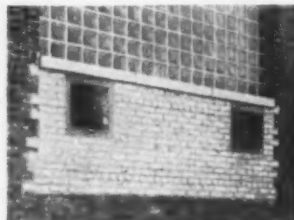
WHAT'S NEW

"Tone in" New Patches

Brick Ager Camouflages Mends

With this camouflage for new bricks, wall patches and repairs can be successfully blended to tone in with the rest of the exterior surface of a building. The product is also practical for covering new mortar after a tuck-pointing job, it is stated.

Justrite brick aging solution may be applied with a large brush or it may be mixed with the mortar when the



brick is laid and the new brick dipped into the solution.

One pint is said to cover 500 square feet or more of surface depending on the age of the building. The solution is added to a measured quantity of tap water until the proper tone is reached. According to the producer, average mixture should be about 24 parts water to 1 part solution.—Louis Melind Company, 362 West Chicago Avenue, Chicago.

• When inquiring, refer to NS758

New Plan Ensures Postwar Equipment

Press Buyers Served in Rotation

Here is a plan to ensure postwar equipment to those who anticipate their needs and place their orders now. Presented by the American Type Founders, this offer concerns postwar delivery of Little Giant, ATF Kelly and "Chief" offset presses.

A heavy demand for presses is expected by this company after the war. This plan provides a method whereby the first new machines manufactured may be purchased by those who anticipate their needs and place their orders now. The American Type Founders promises delivery of particular presses when manufactured and the buyer acquires the right to purchase the press in a prescribed order of rotation.

Application forms for this priority delivery assignment are available upon request.—American Type Founders, Elizabeth, N. J.

• When inquiring, refer to NS759

"No-Leaks" for Faucets

Eliminates Screws and Washers

No-Leak, a faucet seat and washer, provides a watertight seal for all types of faucets, ball cocks and showers, according to the manufacturer. It is stated that anyone can install this product, which eliminates screws and washers.

Said to expand and lock tight in faucets, No-Leak will not close up in the center and will not affect the volume of

for SCHOOLS

water at the tap. The patented brass lining prevents shrinking. No-Leak is for both hot and cold water faucets; no priority is required.—**Keystone Brass and Rubber Company, Inc., Broad and Lehigh Avenues, Philadelphia.**

• When inquiring, refer to **NS760**

Polar Air Age Map Ready for Use

Includes Population, Occupations

A new Polar Air Age World Map (No. J 57), 44 by 58 inches, is now on the market. According to the producers, they have attempted to do more than simply show a map centered on the North Pole. Forests, grazing areas, general agricultural sections and unproductive regions are marked, each in a particular color.

An inset of the south polar region is included which helps to correct the usual "map" shape of Australia, New Zealand and the southern tip of South America.

Actual and potential air routes are marked in heavy lines which can be seen across the ordinary classroom. In addition, population density for cities is indicated.—**Denoyer-Geppert Company, 5235 Ravenswood Avenue, Chicago.**

• When inquiring, refer to **NS761**

Rules for Paint Spraying

Wall Chart Free Upon Request

Sent free upon request, this wall chart of paint spraying rules applies to all types of spray equipment, according to the publisher. The chart shows how to save paint, air, time, power, fuel and equipment and improve results.—**Eclipse Air Brush Co., Inc., 390 Park Avenue, Newark, N. J.**

• When inquiring, refer to **NS762**

Kit Illustrates Radio Training

Available for War Courses

To illustrate the theory and practice of basic radio training, a radio receiver kit has been developed and is available to all schools having war training programs.

Designed for the progressive study of basic receiver subjects, such as rectification, filtering, detector, RF, IF and AF amplification, this five tube kit consists of all parts, such as wire, hardware, solder, tubes and speaker, necessary for the construction of a five tube A.C.-D.C. superheterodyne receiver.

According to the manufacturer, the chassis is completely formed, punched and rustproof. Only a screwdriver, pliers



FOR supplying Mercurochrome and other drugs, diagnostic solutions and testing equipment required by the Armed Forces, for developing and producing Sterile Shaker Packages of Crystalline Sulfanilamide especially designed to meet military needs, and for completing deliveries ahead of contract schedule—these are the reasons for the Army-Navy "E" Award to our organization.

All minor wounds should receive prompt first aid treatment. Mercurochrome has many advantages for this purpose.

The 2% aqueous solution is antiseptic, non-irritating and non-toxic when used in wounds.

Injuries are more promptly reported when Mercurochrome is used because treatment is not painful.

The solution keeps indefinitely. The color indicates the extent of application.

Mercurochrome (H. W. & D. Brand of dibrom-oxymercurofluorescein-sodium) is accepted by the Council on Pharmacy and Chemistry of the American Medical Association. It has a background of more than twenty years' clinical use.

Apply Mercurochrome to all minor wounds. Do not fail to call a physician in more serious cases.



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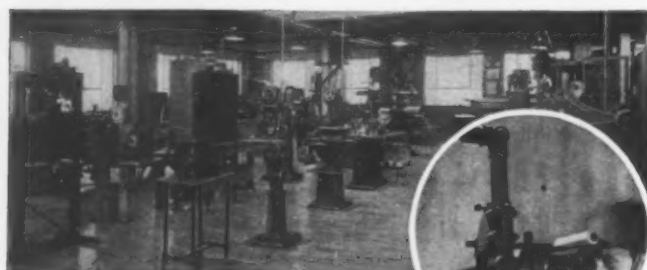
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As soon as the victory is won we will again be able to serve you with the many Neumade motion picture products that military necessity forbids now . . . today we can supply your needs for film cleaners, storage cabinets, reels, cans, rewinds, etc., in accordance with current governmental regulations.



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The way to finer floors **TENNANT** Floor Maintenance System



TENNANT Floor Machines
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WHAT'S NEW for SCHOOLS

and soldering iron are needed for assembly, it is stated. Descriptive material and circuit diagram are available without charge.—Allied Radio Corporation, Educational Division, 833 West Jackson Boulevard, Chicago.

• When inquiring, refer to NS763

Screws for Plastic or Wood Assembly

Twin-Thread Fastens, Aligns

A Twin-Fast screw for use in wood, plastic or combination assemblies has just been introduced. Two parallel threads start in opposite sides of the screw shank and terminate in a single point.

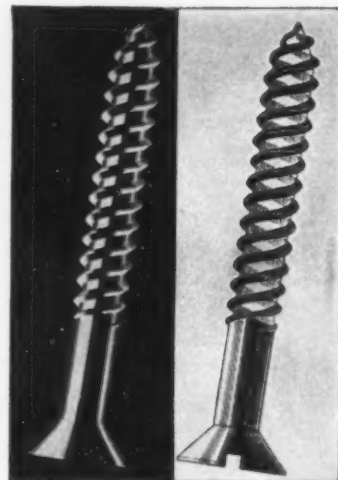
For plastic assemblies, the screws are self-tapping. An increased thread area provides more extensive contact, tighter seating and greater holding power than do the usual tapered

screws, it is stated. Because of this factor it is claimed that shorter and fewer screws are necessary for assemblies.

A single sharp point ensures easy starting and eliminates the eccentric movements of single-thread screws with off-center points. This "balanced driving," as termed by the manufacturer, prevents misalignment.

The Twin-Fast screws are available in all standard sizes, in steel and brass, and with round, flat or oval heads.—Blake & Johnson Co., Waterville, Conn.

• When inquiring, refer to NS764



NEW CATALOGS

Catalog With Previews

Indexed for Quick Reference

Newly announced is the visual aids catalog-directory entitled "Slidefilms and Motion Pictures to Help Instructors," published by the Jam Handy Organization, 2900 East Grand Boulevard, Detroit. The book will be sent free to any teacher, school, college or educational group upon request.

Listings are made under the curriculum system and the publisher states that a new system of indexing ensures quick location of desired material. Films are illustrated with sequences of pictures taken directly from the films to provide a preview. It is stated that by this arrangement "you see in advance what you get."

Printed in color, the booklet comprises 80 pages of information.

• When inquiring, refer to NS765

Address manufacturers for further information

WHAT'S NEW for SCHOOLS

Films in Catalog Listing

Planned to Enrich Curriculum

A new film catalog for schools has just been marketed. This 1943-1944 edition lists feature length programs in 16 mm. size plus a special school list of short subjects. Published by **Films Incorporated, 330 West Forty-Second Street, New York City**, the catalog purposes to enrich the school curriculum, particularly in the fields of art, biology, economics, geography, history, physics and psychology plus news of the day.

Done in color and indexed for easy reference, the booklet is illustrated and comprises 64 pages.

- When inquiring, refer to **NS766**

Art Contests for 1943-44

Rules and Prizes Presented

Art directors and mechanical drawing teachers will be interested in a new folder announcing some typical prize winners in the **Higgins Memorial Awards Contest** for 1942-43. Photographs show black and colored freehand drawing inks, cartoons and mechanical drawing selections. Published by **Higgins Ink Co., Inc., 271 Ninth Street, Brooklyn, N. Y.**, the folder also announces a new and special classification for cartooning. General requirements for entry, rules for contestants and prizes are listed.

The folder announces fifteen consecutive years of co-sponsorship by **Higgins Ink Co., Inc.**, and **Scholastic** magazine. Information about local contests will be furnished upon request by **Scholastic**.

- When inquiring, refer to **NS767**

Science in Braille

Series in Experimental Stage

A new Braille edition of science books is now being explored by students at the **Western Pennsylvania School for the Blind**. This edition is one of the **Westinghouse Little Science Series**, designed especially for students of junior and senior high school age. The project is still in the experimental stage.

The new series will comprise 17 booklets, covering such subjects as the world's elements, the planets, plant and animal life, lightning, fossil life and bacteria. There are more than 100 experiments which can be conducted at home or in the classroom with easily obtainable, everyday materials.—**Westinghouse Electric and Manufacturing Company, East Pittsburgh, Pa.**

- When inquiring, refer to **NS768**

Booklet for Postwar Building

Plans Illustrated

Postwar planning for buildings is the subject of a new and colorful booklet published by **H. H. Robertson Co., Pittsburgh**. Specific situations are illustrated and accompanying discussions are set in large type. Special attention is given to walls and floors. According to the pub-

or use Readers' Service blank on page 90

PROTECT HEALTH, REDUCE FUEL COSTS with BALSAM-WOOL ATTIC INSULATION



Fuel shortages can affect even such established institutions as schools. For today and tomorrow, the great need is *fuel conservation*—to help this nation wage war more effectively.

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Balsam-Wool helps banish the menace of chilly schoolrooms. Not only does it provide important fuel savings, but it lessens firing labor—an important point in schools with hand-fired heating plants.

Balsam-Wool is quickly and quietly applied in the school attic. Once applied, it is a permanent improvement—soon pays for itself in fuel savings, and continues to provide those savings throughout the life of the school building.

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WHAT'S NEW for SCHOOLS

lisher, these data attempt to show the reader what to expect in every type of building: commercial, public, industrial and residential.

• When inquiring, refer to **NS769**

Folder Tells How to Kill Noise

Pictures Product in Use

A new folder containing latest details on Cushiontone ceilings has just been published by **Armstrong Cork Company, Lancaster, Pa.** The booklet is illustrated, showing the product in actual use in libraries, study halls, cafeterias, auditoriums and classrooms. Structure and function of Cushiontone are both explained.

• When inquiring, refer to **NS770**

New Guide to Free Films

Includes Selections for Every Need

The third annual edition of "Educators Guide to Free Films" is on the market. Organized on a subject-matter basis, the book is published by **Educators Progress League, Randolph, Wis.** Films on traditional subjects are included but newer curricular needs are also met with a variety of selections for war-time education. Films for specialized fields, such as conservation and consumer education, are also listed.

• When inquiring, refer to **NS771**

Book for War-Time Guidance

Gives Facts on War Service

"Youth Goes to War" is a war-time guidance book written to help young people find their place in the 400-odd war-time occupations.

Published by **Science Research Associates, 1700 Prairie Avenue, Chicago,** the book presents full detailed information covering all branches of the war and civilian services open to boys and girls of high school age. The second printing of the edition contains revisions and additions which bring the book up to date.

Accompanying the second edition, a 24 page "Teacher's Idea Book" outlines methods of presenting the material.

• When inquiring, refer to **NS772**

Catalog Pictures "Fixture of Future"

Emphasizes Adaptability

Newly announced to the trade, a fluorescent fixture catalog presents the "fixture of the future." Three sizes of industrial fixtures are available. These may be used either as single units or in continuous rows.

Sylvania Electric Products Inc., Salem, Mass., publisher, stresses easier installation and speedier maintenance because of certain features, such as the slide grip hanger and the captive latch. Emphasis is placed upon simplification, standardization and adaptability of this line of nonmetallic reflectors.

• When inquiring, refer to **NS773**

Address manufacturers for further information

WHAT'S NEW for SCHOOLS

Pointers for Dishwashers

Booklet Available on Request

Home economics teachers and cafeteria managers will find the publication, "Check Points for Better Dishwashing," practical. Published by Colt's Patent Fire Arms Manufacturing Co., Hartford, Conn., the pamphlet is directed toward better understanding in using the dishwashing machine. Discussion includes preparation of the machine, preparation for and washing of tableware and maintenance pointers.

• When inquiring, refer to **NS774**

Sound Equipment Pictured

Descriptive Details Included

"Sound Equipment" is the title of a new booklet published by Bell Sound Systems, Inc., 1183 Essex Avenue, Columbus, Ohio. The entire line of Bell amplifying, recording and inter-communication systems in the sound equipment field is pictured, complete with descriptive details for each.

• When inquiring, refer to **NS775**

FILM RELEASES

Italy Surrenders—Presents on-the-spot scenes in one of the war's biggest events. Portrays aerial blows which disrupt enemy rail lines and blast air fields. Shows invasion fleets of large and small vessels in the Strait of Messina. Shows welcome given Allies by the Italian crowds.—Castle Films, Inc., 30 Rockefeller Plaza, New York City.

• When inquiring, refer to **NS776**

Hell Below Zero—10 minutes. 1 reel, black and white. Photographed and narrated by Carveth Wells, lecturer. Shows little known "Mountains of the Moon," photographed for first time.—Bell & Howell Company, 1801-1815 Larchmont Avenue, Chicago.

• When inquiring, refer to **NS777**

R.N.—Serving All Mankind—16 and 35 mm. 22 minutes. Human interest story woven around the decision of two typical American girls to become nurses. Classroom work and experiences of girls in nursing school are professionally accurate, it is stated. Sponsored by the American College of Surgeons.—Burton Holmes Films, Inc., 7510 North Ashland Avenue, Chicago.

• When inquiring, refer to **NS778**

How to Get the Most Out of Your Refrigerator—16 mm. sound. 3 reels. Practical for community groups and home economics classes. Shows how to store different kinds of food, ways to combat food waste, war-time recipes, a 15 minute defrosting procedure and what to do in time of trouble before calling a serviceman.—Department of Public Relations, General Motors Corporation, 1775 Broadway, New York City.

• When inquiring, refer to **NS779**

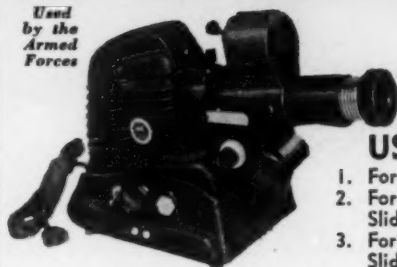
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GoldE

New "FILMATIC"

Triple-Purpose
Film Slide Projector

Used
by the
Armed
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USED 3 WAYS

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2. For Single Frame 35mm Slide-Film
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Easier-to-operate projector that provides clearer visibility for larger audiences. Has corrected projection lens (5" f:35). Uses 300, 200 or 100 watt lamp. Compact—easily portable. Complete with cord, switch and carrying case.

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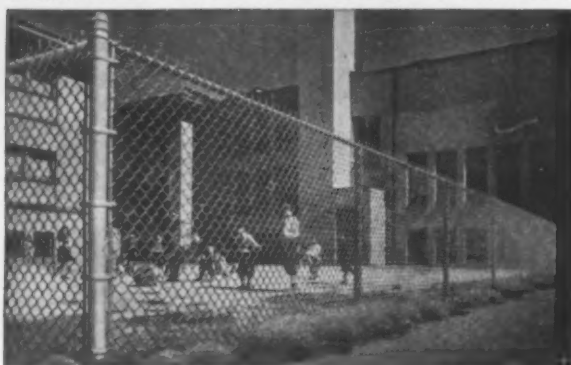
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• *When inquiring, refer to* **NS780**

Stanley and Livingstone—16 mm. 1 3/4 hours. Story of one of the world's greatest explorers. Filmed in the actual African locale. Rental rate includes one short subject.—**Films Incorporated, 330 West Forty-Second Street, New York City.**

• *When inquiring, refer to* **NS781**

Before the Raid—16 mm. sound. An account of the activities of the Norwegian Underground.—**British Information Service, 360 North Michigan Avenue, Chicago.**

• *When inquiring, refer to* **NS782**

Young Mr. Lincoln—16 mm. 1 3/4 hours. Portrays little-known incidents of Lincoln's early career. Rental rate includes one short subject.—**Films Incorporated, 330 West Forty-Second Street, New York City.**

• *When inquiring, refer to* **NS783**

World of Plenty—16 mm. sound. Deals with food production as it was, as it is and as it might be.—**British Information Service, 360 North Michigan Avenue, Chicago.**

• *When inquiring, refer to* **NS784**

Silent Village—16 mm. sound. A memorial to the people of the Czech village of Lidice.—**British Information Service, 360 North Michigan Avenue, Chicago.**

• *When inquiring, refer to* **NS785**

Saboteur—11 reels. An aircraft factory worker in war-time America is falsely accused of sabotage but manages to track down the real saboteurs.—**Bell & Howell Company, 1801-1815 Larchmont Avenue, Chicago.**

• *When inquiring, refer to* **NS786**

News Parade of the Year—1943—Shows Allies at work turning the tide against the enemy by defeating the U-boats and landing in Sicily. Portrays the scuttling of the French fleet. Pictures MacArthur's struggle against the Japs. Includes scenes from Russia and pictures taken from Flying Fortresses over Germany.—**Castle Films, Inc., 30 Rockefeller Plaza, New York City.**

• *When inquiring, refer to* **NS787**

I Was a Fireman—16 mm. sound. Shows the work of firemen in war-time England.—**British Information Service, 360 North Michigan Avenue, Chicago.**

• *When inquiring, refer to* **NS788**



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The Nation's Schools Publishing Co., Inc.

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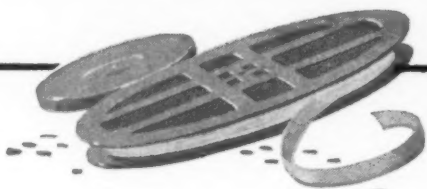
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The pressure of Total War—the immediate urgency of accelerating the training of these millions in war jobs has proved beyond all doubt the tremendous advantage in using the 16mm motion picture medium of instruction. It has helped to bring about our Military Victories today—it will affect and benefit every educational institution, business and home in postwar years.

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